DOCUMENT RESUME

ED 253 739 CE 040 740

AUTHOR	Hendrix, Mary W.
TITLE	Economic and Societal Factors Instructional Guide. Occupational Orientation. [Revised Edition].
INSTITUTION	East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	84
NOTE	447p.; For other guides in this series, see CE 040 738-739. For the earlier editions of these guides, see ED 186 599-602.
AVAILABLE FROM	Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428 (OI-109-TG: in-state--$14.00, out-of-state--$17.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Career Change; Career Choice; *Career Education; Career Planning; *Communication Skills; Competency Based Education; Curriculum Guides; Employer Employee Relationship; Employment Interviews; *Interpersonal Relationship; Job Application; *Job Search Methods; Laws; Learning Activities; *Money Management; *Prevocational Education; Secondary Education; Transparencies; Units of Study
IDENTIFIERS	*Free Enterprise System

ABSTRACT

This competency-based instructional guide on the economic and societal factors involved in finding and holding a job was developed for Occupational Orientation programs in Texas with the aim of giving students the practical information and understanding they need to participate successfully in the world of work. It includes nine instructional units. Each unit includes the following basic components: performance objectives, notes to the instructor (outline of steps to follow in accomplishing specific objectives), answers to activity sheets and tests, information sheets (content essential for meeting the cognitive objectives), transparency masters, activity sheets (for directed study and application and reinforcement of cognitive objectives), and tests. Each unit is planned to cover more than one lesson or period of instruction. Units cover the following topics: job acquisition, on-the-job relations, communications, understanding the paycheck, personal money management, completing government-regulated work tasks, laws affecting the worker, changing jobs, and free enterprise. (YLB)

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ECONOMIC AND SOCIETAL FACTORS

Instructional Guide

OCCUPATIONAL ORIENTATION

Prepared by
Mary W. Hendrix

MATERIALS DEVELOPED AND DISTRIBUTED BY

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ACKNOWLEDGEMENTS

Appreciation is extended to the many individuals who contributed their time and talents to the revision of the Economic and Societal Factors Instructional Guide.

The following project advisory committee members were instrumental in providing a base from which to begin revision of the guide:

Arnulfo Balboa, Coordinator, Vocational Guidance and Counseling, Texas Education Agency
Larry Kolb, Teacher Educator, Southwest Texas State University
Al Goodwin, Teacher Educator, Sam Houston State University
Bill Hollenback, Teacher Educator, North Texas State University

A special thanks goes to Kathryn Hollenback and Kathy Bresnahan-Lopez of North Texas State University for providing the data needed to construct objectives meaningful to the Occupational Orientation program.

The following business/industry advisory committee members provided pertinent information concerning needed employability skills of prospective employees:

Steve Crozier, Crozier-Smith, Inc., Dallas, Texas
Frank Haskell, Vice-President and General Manager, Moore Business Forms, Denton, Texas
Bill Prewett, Personnel Director, East Texas State University, Commerce, Texas
Neal Stewart, Industrial Relations Manager, Sherwood Medical, Ind., Commerce, Texas
Don Yett, Acme Personnel Service, Denton, Texas

We are particularly indebted to the following members of the Teacher Advisory Committee who spent many hours field-testing and critiquing this publication:

Myra Hasty, Grand Prairie Independent School District
Julie Bergstrom, Weslaco Independent School District
John Becker, Conroe Independent School District
Lewis Clements, Boles Home Independent School District
Dona Gallagher, Gatesville Independent School District
Audrey King, Dallas Independent School District
Azil Tipps, Wilmer-Hutchins Independent School District
Linda Szot, Fort Worth Independent School District

The following teachers should be commended for volunteering their time to review the Units of Instruction presented in this guide:

Gary Hafernick, Palacios Independent School District
Dearie White, Dallas Independent School District
Emzy Nauert, McAllen Independent School District
Dolores Harmon, Hurst-Euless-Bedford Independent School District
Nancy Laws, Commerce Independent School District

A special thanks goes to the Commerce Independent School District and the occupational investigation classes at the middle school for allowing me to return to the classroom to field test the information presented in this guide.

Gratitude is expressed to the following members of the Occupational Curriculum Laboratory staff:

Bill Barnes, Director, for his support of this project
Jodi Gorrian and Peggy Scott for their data entry
Bob Norsworthy, OCL Graphic Arts Director, and staff members Tommy Cleveland and Phillip Boatwright, for the illustrations and transparency masters which complement this publication
John Leugemors and the OCL print shop staff for the quality printing of this guide
Kathie Wells, OCL editor, for her expertise in interpreting my handwritten copies and for somehow seeing that they become readable form.

A special thanks goes to Shelia Grant, OCL graduate assistant, for her invaluable assistance in the preparation of this guide.

Mary W. Hendrix
Curriculum Specialist

PREFACE

The Economic and Societal Factors Instructional Guide was prepared to provide quality instructional materials for Occupational Orientation programs in Texas. The Occupational Curriculum Laboratory is currently developing and disseminating competency-based materials under contract with the Texas Education Agency for both secondary and postsecondary programs. All publications and instructional materials are developed by curriculum specialists who are experienced instructors and are validated for technical content by business and industry before field-testing by teachers and students across the state.

This guide, along with the Self-Appraisal Instructional Guide, the Educational Planning Instructional Guide, and the Occupational Clusters Guide, all produced by the Occupational Curriculum Laboratory, serve as an excellent basis for achieving the Occupational Orientation program goals as mandated by the Texas Education Agency. The purpose of developing these instructional materials is to make them easily usable by both the teachers and the students; therefore, suggestions and comments about this instructional guide are requested.

INTRODUCTION

This guide is one of four publications developed for Occupational Orientation programs in Texas. In addition, student-learner outcomes, in folder format, have been developed to assist in recording individual student progress and in student placement and follow-up.

Using objectives rated as necessary for the success of the program by practicing teachers across the state, the essential elements common to all vocational programs, and the essential elements for occupational investigation and exploration, the guides are formatted in units of instruction to assist in the mastery of the objectives. Because the guides were written in this manner, uniformity in classroom instruction and program accountability across the state may be verified.

Because each student learns differently, modifying units for each different learning style could not be attempted in this publication. Activities are included, however, which have varying degrees of difficulty and which require different methods of behavior to complete. Each teacher is encouraged to modify, add, or delete information as necessary to meet individual needs of each student. An excellent publication, The Handbook for Serving Vocational Students with Special Needs, will be available in 1985. This handbook addresses methods for modifying instructional materials to fit the needs of disadvantaged, handicapped, and limited-English proficient students. This handbook may be purchased from the Occupational Curriculum Laboratory.

It is suggested that the teacher wishing to use this instructional guide first read the "Use of the Instructional Units" before beginning any instruction. The "Notes to the Instructor" contained in each unit of instruction should also be read carefully so that additional supplies and outside resources needed for completion of the unit can be secured.

USE OF THE INSTRUCTIONAL UNITS

INSTRUCTIONAL UNITS

Each instructional unit includes the following basic components: objectives, notes to the instructor, information sheets, transparency masters, activity sheets, tests, and answers to the activities and tests. Each unit is planned to cover more than one lesson or period of instruction.

Previewing the unit before the lesson will help the instructor to determine:

A. The amount of material to be covered in each class period

B. Supplemental materials that must be ordered or secured

C. Resource people who must be contacted

D. The teaching sequence for the information and the activities

E. The subject areas that he/she wishes to cover

OBJECTIVES

Each unit of instruction is based on performance objectives. These objectives state the goals of the program, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, which state the terminal performance expected of the student upon completion of the unit, and specific objectives, which are those performances that will help the student to master the unit objective.

Since the objectives of the unit provide direction for the learning process, it is important for the teacher and students to discuss the objectives prior to covering the information in the unit. This discussion will provide a common understanding between teacher and student of the intent of the objectives. Performance terms have been used in all objectives of the units to assist in promoting the effectiveness among all individuals using the materials.

Teachers should feel free to delete or add objectives to tailor the material to the needs of the students and the program. When objectives are added, corresponding information sheets, activities, and tests should be designed and constructed.

NOTES TO THE INSTRUCTOR

Each unit provides a "Notes to the Instructor" section outlining steps to follow in accomplishing specific objectives. The instructor should carefully preview this section prior to any lesson, making additional notes that would assist in conveying the information to the students.

In addition, the instructor should select, sequence, or modify any information and activity sheets deemed necessary for the local teaching situation. Arrangements should be made and supplies should be assembled as required for any activity sheets selected.

Instructors are strongly encouraged to use any additional instructional activities, methods, and references that would aid in accomplishing the objectives.

ANSWERS TO ACTIVITY SHEETS AND TESTS

Answers for activities and tests are provided directly after the "Notes to the Instructor" and may be used by the teacher for checking student achievement of the objectives. Many of the activities are geared more to student participation and must be evaluated to the satisfaction of the instructor.

INFORMATION SHEETS

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. Information may be presented in two ways: 1) The instructor may use the information sheet as a guide for presenting the background knowledge necessary for the students to complete the specific objectives and ultimately the unit objective, or 2) Students may be allowed to read information sheets before, or as information is discussed in class. Students should take notes on any additional information presented.

TRANSPARENCY MASTERS

Transparency masters present information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, stimulate discussion, or reinforce information presented in the information sheets. They are also very effective when identification is necessary.

Transparencies should be made from the masters and placed in the teacher's notebook where they will be readily available for use. Transparencies will direct attention of the class to the topic of discussion as well as generate other thoughts for discussion.

ACTIVITY SHEETS

Activity sheets provide direction to study and also provide application and reinforcement of cognitive materials presented. An effort has been made to incorporate the following elements of the learning process: translation, interpretation, application, analysis, synthesis, and evaluation so that the learning style of each student will be recognized.

The activity sheets may be given to the students for completion in class or may be used as homework assignments. Answer sheets are provided which may be used by the teacher and/or student in checking student progress.

The instructor should preview the activity and "Notes to the Instructor" sheets prior to making student assignments to assure that information has been covered and all supplies required are available. Class time should be set aside for those that require group participation. Those activities that require student participation rather than written answers should be evaluated to the satisfaction of the instructor.

TESTS

Written tests are provided to measure students' understanding of the information covered in each information sheet. Individual test items may be used as a pre-test measure or as a review oral quiz to assist the instructor in spotting difficulties being encountered by students in their efforts to accomplish the unit objective. The individual tests over the information sheets may also be grouped as a semester or unit test. The instructor should construct additional test items for any objectives and information added to the unit.

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JOB ACQUISITION

UNIT OBJECTIVE

After completing this unit, the student will be able to identify correct standards and procedures related to job acquisition. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with the job acquisition process
2. Identify sources used for information about job opportunities
3. Match want ad abbreviations to appropriate words
4. Use want ads to locate information concerning prospective employment
5. Describe characteristics of public and private employment agencies
6. Calculate fees of simulated clients of a private employment agency
7. Identify proper procedures for applying for an interview by telephone
8. Identify the proper standards for composing a letter of application
9. Correctly write a letter of application
10. Identify information contained on an application form
11. Correctly complete an application form
12. Identify the proper use of the resume
13. Satisfactorily compose a resume
14. Describe what must be done to prepare for the interview
15. Describe proper behavior during an interview
16. Identify possible questions asked during an interview
17. Participate in a simulated interview
18. Describe correct procedures used to follow-up an interview
19. Compose a proper follow-up letter
20. Identify the reasons individuals are not hired

UNIT I

JOB ACQUISITION

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective with the students.

   C. Have the students complete the objectives in the sequence presented in the unit so that they will better understand the job acquisition process.

   D. Add any ojectives necessary to meet fully the needs of the unit and the student.

II. Information and Activity Sheets

   A. Use the Information Sheets for general class discussion.

   B. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Go over the terms and definitions with the students.

      2. Stress to the students that these terms are used in the job acquisition process.

      3. Have the students read ACTIVITY SHEET 1--LEARNING JOB ACQUISITION TERMINOLOGY; further explain the steps if necessary.

      4. Have in mind a special privilege or prize to be given to the group that wins.

      5. Follow the steps as they appear in ACTIVITY SHEET 1--LEARNING JOB ACQUISITION TERMINOLOGY.

   C. INFORMATION SHEET 2--SOURCES TO LOOK FOR EMPLOYMENT

      1. Arrange for an employee of the Texas Employment Commission to speak to the class about the services that are available through the Commission.

      2. Arrange for an employer of a private employment agency to speak to the class about services available through a private agency.

      3. Have students read the want ads in their hometown newspapers and select jobs in which they would be interested.

      4. Have the students ask their parents how they found out about their jobs. Do a survey in class to determine the leading source to look for employment.

      5. Use TM-1--ROGER FINDS A JOB to promote class discussion.

6. To reinforce this area of instruction use:

   a. ACTIVITY SHEET 2--LEARNING WANT AD ABBREVIATIONS

   b. ACTIVITY SHEET 3--EXPLORING WANT ADS

   c. ACTIVITY SHEET 4--WORKING IN A PRIVATE EMPLOYMENT AGENCY

   (NOTE: Students may require an example done for them in class. Recommended for high school students.)

D. INFORMATION SHEET 3--APPLYING BY TELEPHONE FOR AN INTERVIEW

1. Contact the local telephone agency to secure a teletrainer kit. Arrange a date for use of the equipment.

2. Have a representative from the telephone company speak to the class about telephone courtesy.

3. Have students review INFORMATION SHEET 3--APPLYING BY TELEPHONE.

4. Use TM-2--ROGER CALLS SUPER COMPANY to promote class discussion.

5. Use teletrainer kit with ACTIVITY SHEET 5--USING A TELEPHONE TO ARRANGE FOR AN APPLICATION FORM AND/OR INTERVIEW to reinforce this area of instruction.

   a. Use TM-2--ROGER CALLS SUPER COMPANY as a guide.

   b. Make a transparency of Activity Sheet 5 and use a grease pencil to evaluate each student's performance. Have the class respond to the questions.

   c. Students may invent jobs for which to apply.

   d. Each student should have a turn at role-playing.

   e. The activity will go more smoothly if the teacher plays the role of secretary.

   f. If possible, record conversations so that the applicants can hear themselves.

E. INFORMATION SHEET 4--THE LETTER OF APPLICATION

1. Have the students read INFORMATION SHEET 4--THE LETTER OF APPLICATION.

2. Use the following transparencies to promote class discussion:

   a. TM-3--PREPARING A LETTER OF APPLICATION

   b. TM-4--WHAT DID LORI DO WRONG?

   c. TM-5--A WINNING LETTER OF APPLICATION

3. Use ACTIVITY SHEET 6--WRITING A LETTER OF APPLICATION to reinforce this area of information.

F. INFORMATION SHEET 5--COMPLETING THE APPLICATION FORM

1. Explain to the students that although applications are not required for all jobs, most companies do require them..

2. Gather application forms from several companies. Compare the application forms to see differences and similarities.

3. Have the students complete ACTIVITY SHEET 7--FOLLOWING DIRECTIONS.

   (NOTE: Stress the importance of reading everything before beginning.)

4. Use ACTIVITY SHEET 8--HELP JOE to give those students who have not yet held a job an opportunity to complete application forms.

   a. Discuss the directions.

   b. Have the students complete one or all of the application forms.

   c. Although background information is given, add any information necessary for completion of the application forms.

5. Use ACTIVITY SHEET 9--COMPLETING THE APPLICATION FORM to reinforce this area of instruction.

   (NOTE: Tina Teenager's application form may be used as a transparency, or copies may be made for each student.)

G. INFORMATION SHEET 6--THE RESUME

1. Show TM-6, TM-7, and TM-8 to emphasize the differences in organization.

2. Arrange for a person in your community who gives presentations on resume preparation to speak to the class.

3. Use ACTIVITY SHEET 10--WRITING A RESUME to reinforce this area of instruction.

H. INFORMATION SHEET 7--PREPARING FOR THE INTERVIEW

1. Cut several pictures from magazines. Show each picture to the class and ask if the subjects are dressed appropriately for a job interview.

2. Find films from your local Education Service Center on job interviewing.

3. Have students design a bulletin board showing good and bad examples of information related to preparing for the interview.

4. Use the following Transparency Masters to promote class discussion.

   - a. TM-9--THINGS TO TAKE WITH YOU
   - b. TM-10--WHOM WOULD YOU HIRE?

I. INFORMATION SHEET 8--THE INTERVIEW

1. Discuss INFORMATION SHEET 8--THE INTERVIEW in class.

2. Use the following Transparency Masters to promote class discussion:

   - a. TM-11--JOB INTERVIEW POINTERS
   - b. TM-12--AT THE INTERVIEW
   - c. TM-13--IT IS NORMAL TO BE A LITTLE NERVOUS
   - d. TM-14--LOOK BACK AT THE INTERVIEW

J. INFORMATION SHEET 9--QUESTIONS FREQUENTLY ASKED AT AN INTERVIEW

(NOTE: Inform students one to three days prior to the interview to dress appropriately.)

1. Have students read information orally in class to ensure understanding of information.

2. Instruct the students that it is important information; they will see it again.

3. Complete ACTIVITY SHEET 11--PARTICIPATING IN A SIMULATED JOB INTERVIEW

   - a. Students should be instructed prior to the interview to dress appropriately.
   - b. Cut apart and laminate (if possible) the information cards.
   - c. Alternate sending students to the private and public employment agencies.
   - d. Walk around the room to ensure participation.
   - e. Make enough copies of the Private Employment Contract for all students to have one.

K. INFORMATION SHEET 10--THE FOLLOW-UP LETTER

1. Show TM-15--THE FOLLOW-UP LETTER to promote class discussion.

2. Complete ACTIVITY SHEET 12--PREPARING A FOLLOW-UP LETTER.

L. INFORMATION SHEET 11--WHY PEOPLE ARE NOT HIRED

1. Ask a community businessperson to speak to the class about qualities looked for when hiring employees.

2. Show TM-16--A LETTER TO A TEENAGER to promote class discussion.

3. Complete ACTIVITY SHEET 13--DO YOU HAVE WHAT IT TAKES?

a. Stress honesty in completing this activity.

b. Read and discuss answers to ACTIVITY SHEET 13--DO YOU HAVE WHAT IT TAKES? Reinforce the importance of developing good work traits while in school.

III. Answers to Activity Sheets--Some of the Activity Sheets will not have specific answers; grading should be based on student participation.

IV. Unit Test

A. The test is divided into eleven parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in that Information Sheet.

2. Give the entire test upon completion of all the Information and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any Information or Activity Sheets added to the unit.

V. Answers to Unit Tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

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G. Molloy, John T. Dress for Success. New York: Follett Publishing Company, 1977.

H. Powell, Randall C. Career Planning and Placement Today. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1978.

I. Qualities Employers Like, Dislike in Job Applicants--Results of a Statewide Employer Survey. Advisory Council for Technical-Vocational Education in Texas, Austin, Texas, 78767.

JOB ACQUISITION

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 2

1. u
2. o
3. e
4. l
5. r
6. aa
7. y
8. z
9. t
10. a
11. i
12. ww
13. bb
14. q
15. mm
16. uu
17. vv
18. ff
19. hh
20. ii
21. ll
22. nn
23. g
24. f
25. dd
26. kk
27. oo
28. jj
29. cc
30. ee
31. gg
32. d
33. c
34. pp
35. ss
36. qq
37. xx
38. rr
39. tt
40. w
41. h
42. v
43. j
44. p
45. k
46. n
47. s
48. x
49. m
50. b

ACTIVITY SHEET 3

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 4

1. $2,500.00
2. $5,400.00
3. $13,000.00
4. 0
5. $260.00

ACTIVITY SHEET 5

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 6

Evaluated to the satisfaction of the instructor; check for information, spelling, and grammar.

ACTIVITY SHEET 7

Students should complete only steps 1-5.

ACTIVITY SHEETS 8 - 9

Evaluated to the satisfaction of the instructor.

(NOTE: Points for spelling errors and not following directions should be deducted.)

ACTIVITY SHEETS 10 - 11

Evaluated to the satisfaction of the instructor; students should show a definite improvement in ACTIVITY SHEET 11 after each interview.

ACTIVITY SHEET 12

Evaluated to the satisfaction of the instructor; students should be graded on neatness, following directions, grammar, and spelling.

ACTIVITY SHEET 13

A. Answering "yes" shows you have the ability to get along with co-workers.

B. Answering "yes" shows you have the ability to get along with your boss.

C. Answering "yes" shows you have the ability to get along with your boss or with other superiors.

D. Answering "yes" shows you accept responsibility.

E. Answering "yes" shows you care about the quality of the work produced.

F. Answering "yes" shows you have the ability to express yourself clearly.

G. Answering "yes" is a definite plus in your favor. Manners never go out of style and tend to really impress others!

H. Answering "yes" shows you have a sense of humor. It goes a long way in easing sometimes embarassing situations.

I. Answering "yes" shows you are ambitious. You think ahead. Employers feel it is very important for a prospective employee to be ambitious because they feel it will rub off in the kind of work they produce and in their general outlook concerning the company.

J. Answering "yes" shows you consider yourself a human being. Accepting your own mistakes shows you are honest and self-confident. Employers had much rather you admit to your mistakes because they know they can trust you. Always remember that everyone makes mistakes.

K. Answering "yes" shows you have the intelligence and motivation to do things until they are right. Believe it or not, grades are still a major means of predicting job success.

L. Answering "yes" shows you get along well with others and you keep your temper in check. It takes a much more mature person to walk away and/or keep quiet than to fight or make a scene.

UNIT I

JOB ACQUISITION

ANSWERS TO UNIT TESTS

PART 1

1. y
2. z
3. a
4. i
5. r
6. b
7. j
8. c
9. d
10. aa
11. mm
12. bb
13. k
14. f
15. e
16. l
17. cc
18. dd
19. g
20. cc
21. s
22. q
23. p
24. nn
25. h
26. t
27. o
28. n
29. v
30. ff
31. u
32. gg
33. jj
34. w
35. m
36. i
37. x
38. hh
39. ll
40. kk

PART 2

Three of the following:

A. 1. want-ads
   2. friends, relatives, and acquaintances
   3. media
   4. employment agencies
   5. applying without knowing
   6. education/manpower facilities

B. 1. F
   2. F
   3. T
   4. F
   5. T
   6. T
   7. T
   8. T
   9. T
   10. F
   11. T
   12. T

PART 3

1. X
2. X
3.
4. X
5. X

PART 4

1.
2. X
3. X
4. X
5.
6. X
7. X
8. X
9.
10. X

PART 5

1. application forms
2. entire form
3. N/A
4. resume
5. signature

PART 6

a. T
b. F
c. F
d. T
e. F
f. T
g. F
h. F
i. T
j. F

PART 7

1. date; time
2. title
3. company
4. resume
5. questions
6. job; company
7. conservatively
8. too much
9. pressed
10. overdone

PART 8

1. T
2. T
3. F
4. F
5. F
6. F
7. T
8. T
9. F
10. T

PART 9

a. X
b. X
c. X
d. X
e. X
f. X
g. X
h. X
i. X
j. X
k. X
l.
m.
n.
o. X

PART 10

A. 1. To give thanks to the employer for the interview

2. To express your continued interest

3. To take the opportunity to sell yourself a little more

4. To strengthen your possibilities of getting the job

B. 1. neat; no
2. organized
3. interviewer
4. qualifications; help
5. telephone; hours
6. close; letter

PART 11

Any ten of the reasons listed on INFORMATION SHEET 11--WHY PEOPLE ARE NOT HIRED

UNIT I

JOB ACQUISITION

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Accurate--free from mistakes; a truthful account. Is this an accurate record of your past employment?

2. Address--the place where you receive your mail. A permanent address is the place where you may always receive your mail, such as your parents' address. A present address is the place you receive your mail now. What is your present address?

3. Applicant--one who applies for a job. Are you one of the top applicants?

4. Bondable--usually refers to the right to be insured. People who handle large sums of money are sometimes asked to be insured against theft or embezzlement. If offered this job, would you be bondable?

5. Character--usually refers to such personality traits as honesty, dependability, loyalty, etc. Could you name three character references? (means could you name three people who could verify your personality traits).

6. Chronic--keeps coming up; recurring; usually relates to an illness such as diabetes, epilepsy, etc. which requires medication. Do you have any chronic illnesses?

7. Compensation--payments, usually refers to payment due to an injury on the job (worker's compensation) or payment due to being out of a job (unemployment compensation). Have you collected worker's compensation in the last two years?

8. Confidential--refers to being kept a secret or private. You can be sure that the information concerning your past employment will be confidential.

9. Convicted--to be proved guilty by a judge or jury of a crime. Have you ever been convicted of a felony?

10. Dependents--persons who rely upon you for support. Usually refers to the number of children you have. How many dependents do you have?

11. Disability--usually refers to not being able to work because of an injury; insurance may be taken out which will provide a check if you are unable to work. The insurance is paid either by the employee or the employer. Have you claimed any disability insurance in the last year?

12. Eligible--able or worthy of being chosen. Are you eligible for employment at this time?

13. Emergency--an unexpected act causing a need for some type of action right away. Whom should we notify in case of an emergency?

14. Employer--the person or business for whom a person works. Who was your previous employer?

15. Excluding--to leave out; not include. How many jobs have you held, excluding your present job?

---

16. Fee--a set amount of money you must pay for certain services. Would you be willing to pay a small fee for our services?

---

17. Felony--a federal crime for which punishment may be death or imprisonment for more than one year. Have you ever been convicted of a felony.

---

18. Institution--a place where you may receive formal training or education. What is the name of the institution from which you received your diploma?

---

19. Insurance--coverage against a loss; usually refers to health/life insurance, unemployment insurance, and disability insurance. Have you collected unemployment insurance in the last year?

---

20. Legibly--written in a way in which it can be read. Your application should be typed or written legibly.

---

21. Maiden name--the last name of a woman before she is married. What is your maiden name?

---

22. Marital status--refers to being single, married, separated, or divorced. What is your marital status?

---

23. Misdemeanor--a crime less serious than a felony. Have you ever been convicted of a misdemeanor?

---

24. Misrepresented--to give a false or misleading statement; usually appears at the end of a job application before the signature. I certify that the above statements are true and in no way is any information misrepresented.

---

25. Naturalized--to become a citizen. On what date were you naturalized?

---

26. Not applicable--does not apply to you; usually expressed as N/A. If the information does not apply to you, please write N/A.

---

27. Omission--the state of being left out or blank; usually as an error. If you do not write the term N/A in a blank, they will think it was an omission on your part.

---

28. Optional--having a choice. Listing your age on the application is optional.

---

29. Personal--belonging to you; usually refers to information about your height, weight, marital status, age etc. Please include all personal data on the first page.

---

30. Personnel--a group of persons belonging to an organization. A personnel director is usually in charge of hirings, firings, disagreements, etc. The personnel in this business are young, energetic individuals.

---

31. Probationary--a period of time during which a company sees if you can do the job you were hired for. You realize that there is a probationary period of six months.

---

32. Qualified--having the skill, training, and/or education to do a job. Why do you feel you are qualified?

33. Reference--someone who can be asked to give an answer to questions about a person's ability to do a job. Usually there are two types of references: past employers and character references. Please name three references.

34. Relatives--people who are related to you. Do you have any relatives working here?

35. Reverse side--on the other side. Please include any additional information on the reverse side.

36. Salary--usually refers to a fixed amount of pay not directly related to the number of hours you work. What is the beginning salary.

37. Sex--refers to being male or female. To what sex do you belong?

38. Signature--a person's name, written in longhand. Please read the applicaton and include your signature at the bottom.

39. Spouse--depending on your sex, your husband or wife. What is your spouse's occupation?

40. Wage--usually refers to the amount of money you earn during an hour. What is the minimum wage?

JOB ACQUISITION

ACTIVITY SHEET 1 -LEARNING JOB ACQUISITION TERMINOLOGY

1. Make a copy of INFORMATION SHEET 1.
2. Cut out each item along the lines.
3. Place the slips of paper in a hat or box for drawing purposes.
4. Divide the class into two groups. They should stand on opposite sides of the room.
5. Each group should invent a clever name. Write the names of the groups on the board.
6. Each student will draw a slip of paper and immediately give it to the teacher.
7. The teacher will say the word that appears on the slip. The student will then define the word and use the word in a sentence to the satisfaction of the teacher. A mark is placed by the group's name each time a student defines the word correctly.
8. The other group will follow steps 6 and 7.
9. When all words have been used, the group with the most marks will be declared the winner.

COPIES OF THIS ACTIVITY COULD BE MADE FOR ALL STUDENTS TO EASE ANY MISUNDERSTANDINGS. HOWEVER, THE TEACHER MAY WANT TO READ THE DIRECTIONS TO THE CLASS.

JOB ACQUISITION

INFORMATION SHEET 2--SOURCES TO LOOK FOR EMPLOYMENT

I. Newspaper want ads--Newspapers list in the want ad sections job openings that are available. According to a survey of 1,143 employers, this is the most common source of finding a job.

II. Word-of-mouth--Friends, relatives, and acquaintances usually know of job openings before they are advertised. Ask around!

III. Media--Television and radio sometimes offer excellent leads for employment.

IV. Employment agencies--Agencies are usually used when professional jobs are desired.

  A. Types of agencies

    1. Private agency

      a. Charges a fee for finding a job--sometimes the fee is paid by the hiring employer. Check first!

      b. The amount of the fee can be a percentage of the annual salary or a flat rate.

    2. Public agency

      a. Does not charge a fee for services

      b. Supported by state and Federal governments

  B. Services provided by employment agencies:

    1. Find jobs for workers

    2. Provide career counseling

    3. Provide testing to determine interest and aptitude

    4. Arrange interviews with the employers

V. Applying without knowing if an opening is available--find out what kind of work you would like to do and where you would like to do it.

  A. Look in the yellow pages of the telephone directory.

  B. Check with the Chamber of Commerce in the city in which you would like to work.

  C. Knock on doors.

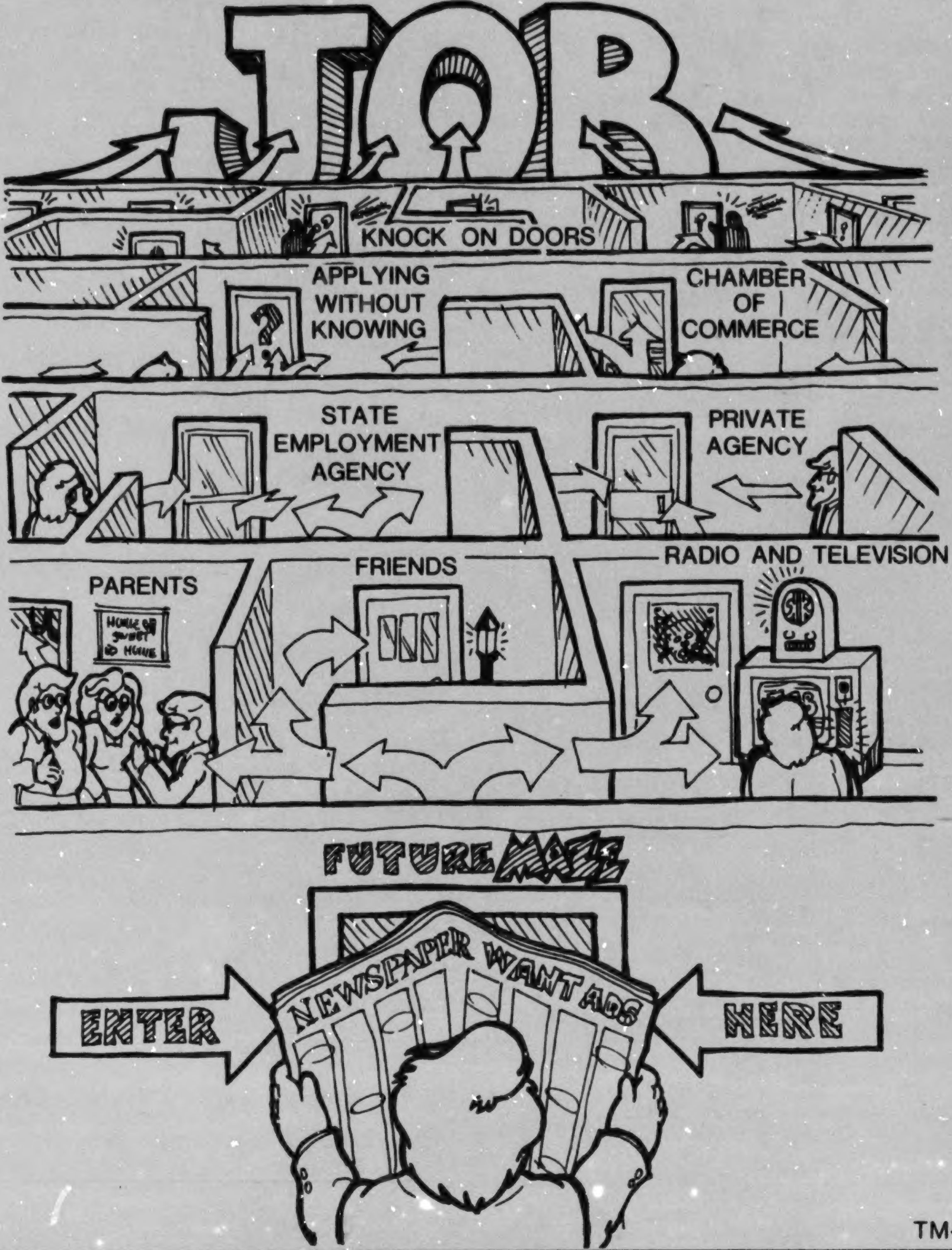
VI. Contact with education and manpower schools/facilites

   A. Offers job information

   B. Offers the services of counselors to assist in a career choice

ROGER FINDS A JOB

LET'S FOLLOW HIM 2


JOB
KNOCK ON DOORS
APPLYING WITHOUT KNOWING
CHAMBER OF COMMERCE
STATE EMPLOYMENT AGENCY
PRIVATE AGENCY
RADIO AND TELEVISION
FRIENDS
PARENTS
HOME SWEET HOME
FUTURE MAZE
NEWSPAPER WANT ADS
ENTER
HERE

TM-1

UNIT I

JOB ACQUISITION

ACTIVITY SHEET 2--LEARNING WANT AD ABBREVIATIONS

Directions: Because a newspaper charges a business by the length of the ad it places, many ads will be abbreviated. The following is a list of abbreviations commonly found in want ads. Place the letter of the definition next to the abbreviation it best fits.

____ 1. Ans.
____ 2. Appt.
____ 3. Asst.
____ 4. Attr.
____ 5. Bldg.
____ 6. Bus.
____ 7. Call
____ 8. Co.
____ 9. Comm.
____10. Dept.
____11. Drv. Lic.
____12. E.O.E
____13. Employ.
____14. Eve.
____15. Excel.
____16. Exper.; Ex.
____17. Gd. sal.
____18. Gen.
____19. Hr.
____20. Hrly.
____21. Hskpr.
____22. Lt.
____23. Mang.
____24. Maint.

a. department
b. dollars, money
c. per week, each week
d. per month, each month
e. assistant; one who helps another person on a job
f. maintenance
g. manager; person who handles the affairs of the office
h. temporary job
i. driver's license
j. truck
k. week or work
l. attractive; good-looking
m. yearly; year
n. week days
o. appointment; a time for meeting to talk about the job
p. typing
q. evening; night
r. building
s. weekly; each week
t. commission
u. answer; to reply to
v. transportation
w. small; some

____25. Mech.

____26. M-F.

____27. Mo.

____28. Natl.

____29. Nec.

____30. Pt. time

____31. Perm.

____32. Per mo.

____33. Per wk.

____34. Refs.

____35. Ref. req.

____36. Rel.

____37. Req.

____38. Sal.

____39. Sal. open

____40. Sm.

____41. Temp.

____42. Trans.

____43. Trk.

____44. Typ.

____45. Wk.

____46. Wkdys.

____47. Wkly.

____48. Yr.

____49. Yrly.

____50. $$

x. year

y. telephone

z. company

aa. business

bb. to hire a person to work

cc. necessary

dd. mechanic, or mechanical

ee. part-time jobs

ff. general

gg. permanent

hh. hour

ii. hourly

jj. national

kk. Monday through Friday

ll. housekeeper

mm. excellent; very good

nn. light; does not require much of this work

oo. month

pp. references; people who speak well of you

qq. reliable; a person who can be counted on

rr. salary; a set amount paid

ss. you must send references when you apply

tt. salary open; the salary will be agreed upon between the employer and employee

uu. experience; if you have worked before

vv. good salary

ww. Equal Opportunity Employment

xx. required or requested

JOB ACQUISITION

ACTIVITY SHEET 3--EXPLORING WANT ADS

Directions: Obtain four help wanted ads from a newspaper. Use these ads to complete as much information as you can to fill in the boxes.

	Want Ad 1	**Want Ad 2**	**Want Ad 3**	**Want Ad 4**
1. Opportunities for Advancement (yes or no)				
2. Name of Company				
3. Name or Title of Position				
4. Telephone number				
5. Job Requirements				
6. Salary				
7. How do you apply for the job? (call, in person, etc.)				

UNIT I

JOB ACQUISITION

ACTIVITY SHEET 4--WORKING IN A PRIVATE EMPLOYMENT AGENCY

Congratulations! You have just been hired by Job Search Employment Agency to figure the monthly charges of their clients. The following lucky people are now part of the success story at JSEA. See if you can figure the amounts they owe.

1. Lori Lovelace was hired at an annual salary of $25,000.00. Her fee is 10% of her annual salary. How much does she owe?

2. Kenneth W. Conley was hired at an annual salary of $36,000.00. His fee was fixed at 15% of his annual salary. How much does he owe?

3. Billy Arrington was hired at an annual salary of $65,000.00. His fee is 20% of his annual salary. How much does he owe?

4. Robert Garcia was hired at an annual salary of $42,000.00. His fee was paid by his employer. How much does Robert owe JSEA?

5. Gayle Baylor was hired at an annual salary of $32,000.00. She was to pay a flat fee of $260.00. How much does she owe JSEA?

UNIT I

JOB ACQUISITION

INFORMATION SHEET 3--APPLYING BY TELEPHONE FOR AN INTERVIEW

I. Applying by Telephone

A. Ways to be successful in applying by telephone

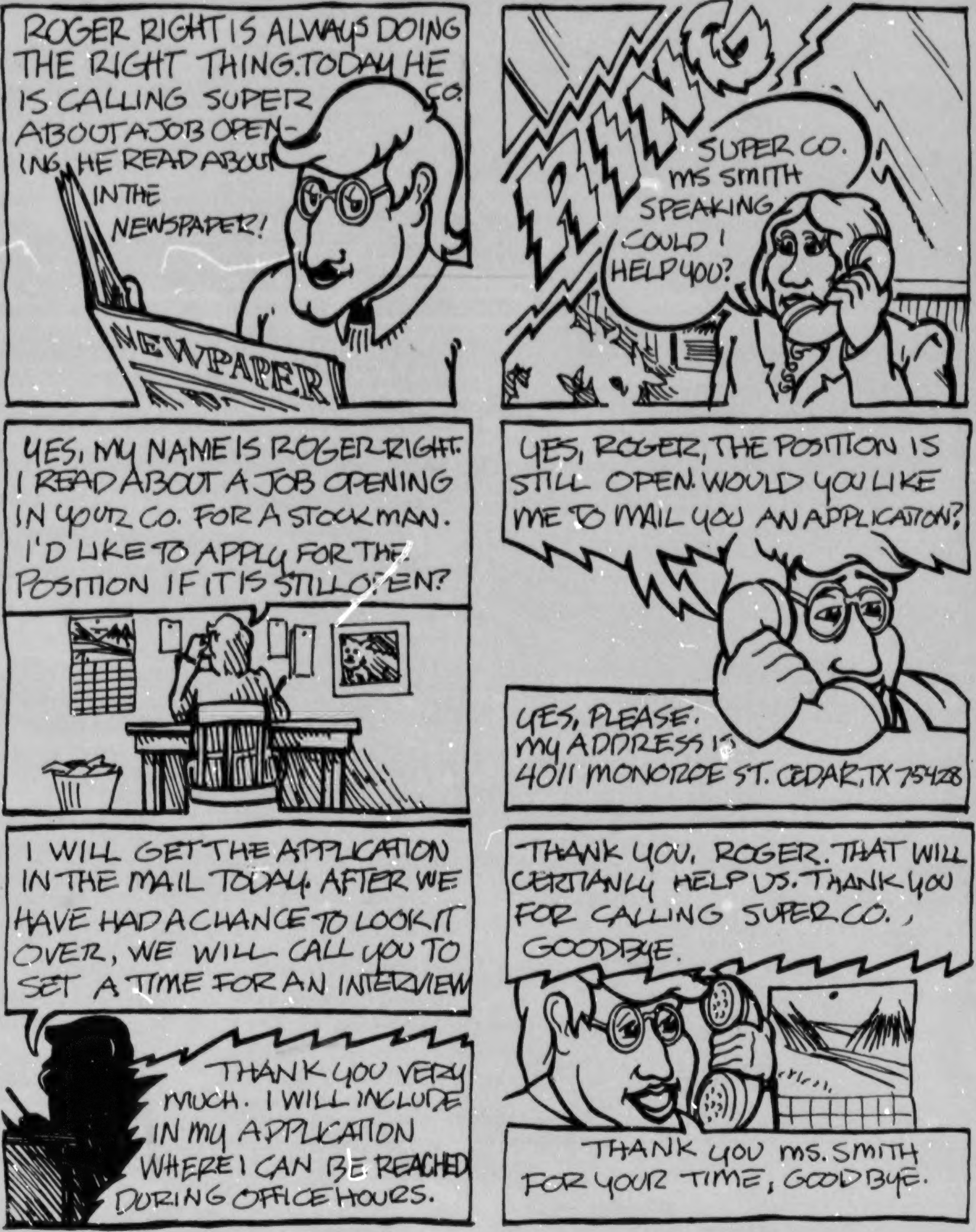
1. Have in mind exactly what you are going to say before you call.
2. Keep your conversation short--don't tie up the employer's time by talking to him/her after you have accomplished what you set out to do.
3. Speak clearly--loudly enough to be heard.
4. Don't eat food or chew gum when talking on the phone.
5. Have handy all necessary information about you in case they screen their applicants before sending job applications.
6. Be friendly and courteous.

II. What You Need to Say

1. Give your name and tell why you are calling.
2. Ask if there are any job openings or, if you are applying for a specific job, ask if that job has been filled.
3. Find out what the requirements are for the job.
4. Ask if you may have an application form--if one is required.
5. Ask if you may have an interview at the employer's convenience.
6. Find out the person's name and title who will be conducting the interview.
7. Give your address and phone number so that they may mail you an application and/or contact you if there is a change in your appointment time.
8. Thank the person who gave you the information. (Usually the person answering the phone will give you his/her name. It really impresses people when you include their names when thanking them.)

ROGER CALLS SUPER COMPANY

LET'S LISTEN IN . . .


ROGER RIGHT IS ALWAYS DOING THE RIGHT THING. TODAY HE IS CALLING SUPER CO. ABOUT A JOB OPENING HE READ ABOUT IN THE NEWSPAPER!
NEWPAPER
RING
SUPER CO. MS SMITH SPEAKING. COULD I HELP YOU?
YES, MY NAME IS ROGER RIGHT. I READ ABOUT A JOB OPENING IN YOUR CO. FOR A STOCKMAN. I'D LIKE TO APPLY FOR THE POSITION IF IT IS STILL OPEN?
YES, ROGER, THE POSITION IS STILL OPEN. WOULD YOU LIKE ME TO MAIL YOU AN APPLICATION?
YES, PLEASE. MY ADDRESS IS 4011 MONOROE ST. CEDAR, TX 75428
I WILL GET THE APPLICATION IN THE MAIL TODAY. AFTER WE HAVE HAD A CHANCE TO LOOK IT OVER, WE WILL CALL YOU TO SET A TIME FOR AN INTERVIEW
THANK YOU, ROGER. THAT WILL CERTIANLY HELP US. THANK YOU FOR CALLING SUPER CO., GOODBYE.
THANK YOU VERY MUCH. I WILL INCLUDE IN MY APPLICATION WHERE I CAN BE REACHED DURING OFFICE HOURS.
THANK YOU MS. SMITH FOR YOUR TIME, GOODBYE.

What did Roger do that was right?

Do you think you can do as good a job as Roger?

TM-2

JOB ACQUISITION

ACTIVITY SHEET 5--USING A TELEPHONE TO ARRANGE FOR AN APPLICATION FORM AND JOB INTERVIEW

Directions: Role-play a situation in which you ask for a job application and/or an interview by phone. Remember what Roger did? Using the checklist form, have the class evaluate your performance.

	Yes	No
1. Knew what was to be said		
2. Kept the conversation short		
3. Spoke clearly		
4. Gave name and reason for calling		
5. Was friendly and courteous		
6. Made record of the interview date, hour, and place		
7. Asked for an application form		
8. Asked either to have the application form mailed or made arrangements to pick it up		
9. Thanked the person by name with whom they were speaking		
10. Secured the name of the person conducting the interview if available at the time		

UNIT I

JOB ACQUISITION

INFORMATION SHEET 4--THE LETTER OF APPLICATION

I. Ways to Write a Winning Letter

  A. Use an acceptable style.

  B. Be neat.

  C. Make sure that someone else can understand what you are saying.

  D. Keep the letter short and to the point.

  E. Write in a positive tone.

  F. Check your spelling, capitalization, and grammar.

  G. Write to a specific person.

  (NOTE: You will have a better chance of your letter being read, rather than filed away with the others, if you will address the letter to a specific person in the business.)

  H. Thank the person for considering you as an applicant.

  I. End the letter in a businesslike way.

  (EXAMPLE: Sincerely, Yours truly, Respectfully,
  Not: Your friend, Love ya, Yours forever,)

II. Information to Be Included

  A. Why you are writing the letter/the job you are applying for

  B. How you heard about the job

  C. Why you are interested in the job

  D. Why you feel you can do the job

  E. Request for an application form and/or request for an interview at the employer's convenience

  F. Your present address and telephone number

PREPARING A LETTER OF APPLICATION

1. Keep developing a letter until it is just right!

2. The first sentence should let the reader know how you heard about the job.

3. The second sentence should state that you are applying for the job.

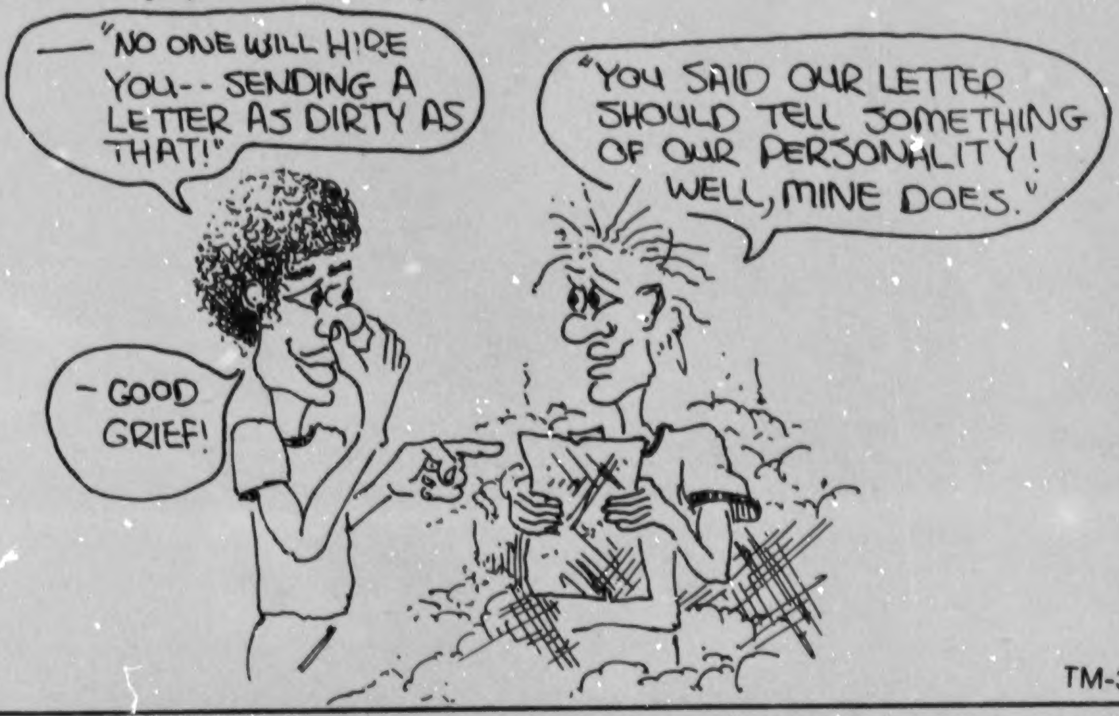
4. If you have little education and experience, the information you do have can go in the second paragraph. If you do not have any related work experiences, tell how your hobbies or the courses you have had in school could help you.

5. If you include any references in your letter, they should appear in the next paragraph. Be sure to get permission before doing so!

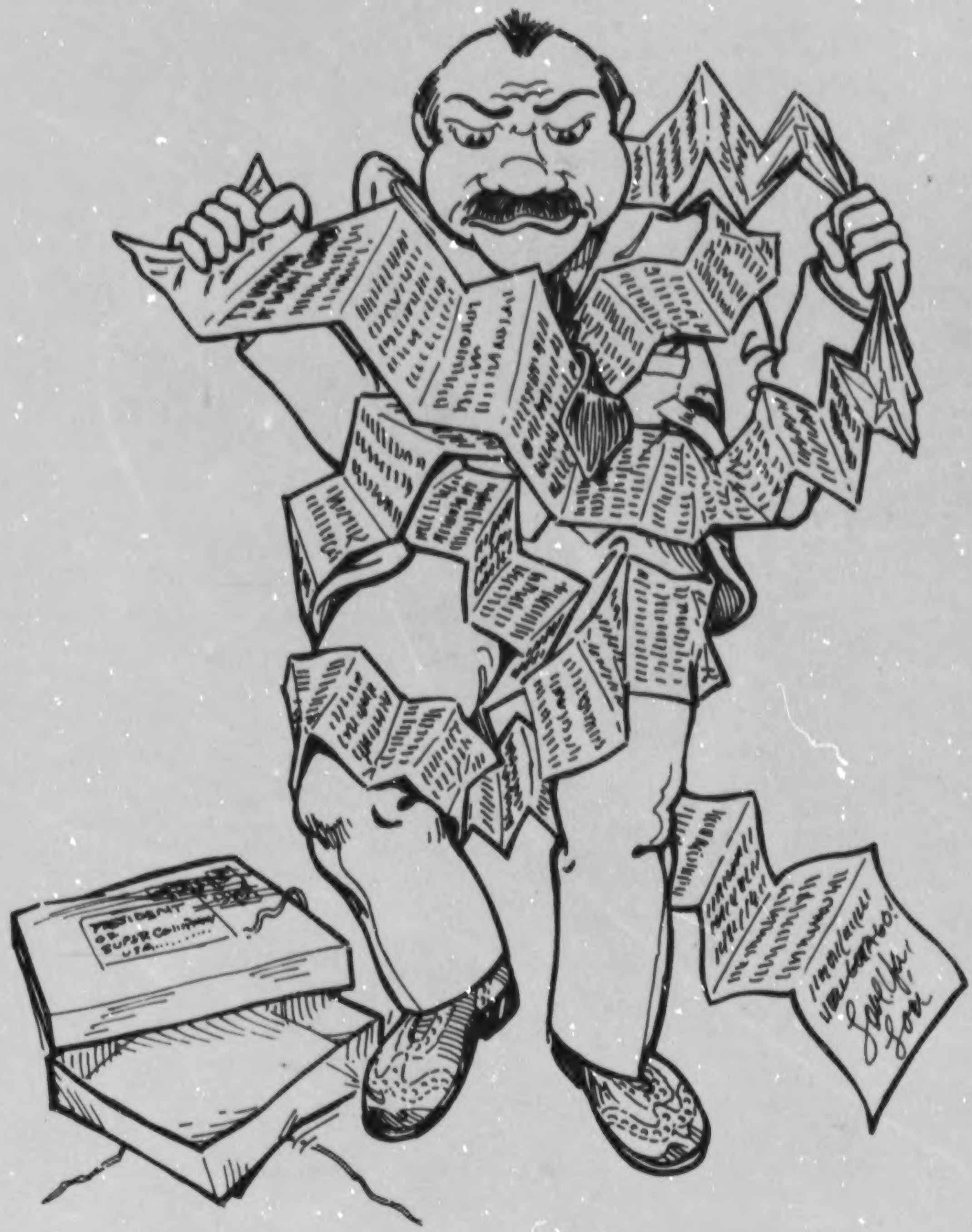
6. The last paragraph should ask for a personal interview at the convenience of the employer and tell how you may be reached by phone.

7. Be sure to thank the employer for his/her time, and let him/her know you would appreciate an opportunity to apply for the job.

8. Sign your name clearly.


— "NO ONE WILL HIRE YOU-- SENDING A LETTER AS DIRTY AS THAT!"
"YOU SAID OUR LETTER SHOULD TELL SOMETHING OF OUR PERSONALITY! WELL, MINE DOES."
- GOOD GRIEF!

WHAT DID LORI DO WRONG?


PRESIDENT
OF
SUPER COMPANY
USA......
Love You
Lori

A WINNING LETTER OF APPLICATION

2122 Main Street
Littletown, Big State 78904 1

Mr. Davis Davis, Director
Big G Company
Littletown, Little State 89414

Mr. Davis:

2 Mr. Charles Winfield, the Job Placement Coordinator at Littletown High School, suggested that I contact you about the cashier's job opening in your firm. Please consider me as an applicant for this position.

I have worked part-tine at McQuanald's Drive-In the last two years as an assistant cashier. My duties consisted of counting money, balancing the drawer at the end of the shift, preparing deposit slips, and assisting with the daily financial report. 3

I have taken several courses in business management, and I am currently a member of the Future Business Leaders of America. 4

5 Thank you for your time. I would greatly appreciate an opportunity to have an interview at your convenience. My telephone number is 882-7654. 6

Sincerely yours,

Helen J. Hunter

Helen J. Hunter

1. Present Address

2. Explains how you heard of the job

3. Explains the education you feel will help you on the job

4. Thanking the employer and asking for an interview

5. Explains why you think you are qualified

6. Present telephone number

JOB ACQUISITION

ACTIVITY SHEET 6--WRITING A LETTER OF APPLICATION

Directions: Read the want ads below. Choose a job that would interest you and write a letter of application for the job you choose. You may make up your education, experience, references, etc. Use your teacher's name as your contact person. Write the letter to Mr. Bob Brown, Director, M&C Corporation.

VIDEO GAMEROOM MANAGER

Exp. video game player
for mang. pos. M-F,
Call 444-5522

SECRETARIAL POSITION

Typ., bkp. exp. a must.
gd. wkg. con., no
age limit, pt. time.
Sal. open. Call 222-9999

MANAGER TRAINEE

FAST FOOD RES.
nds mgr. trne.
sal. while training
Call 423-6785

TRAVEL AGENT

Exp. in human
relations. Some
travel involved.
Sal. $40,000+

Rewrite it until
Rewrite it until it is
Rewrite it until it is
PRECFECTO!
I'VE GOT IT!!

JOB ACQUISITION

INFORMATION SHEET 5--COMPLETING THE APPLICATION FORM

I. Hints for Completing Application Forms

(NOTE: Although each company has its own application form, the rules for completing one apply to any form.)

A. Read the entire form before starting to write.

B. Follow directions carefully.

   1. Note whether the information is to be typed, printed, or handwritten.

   2. If asked to print or handwrite, always use a pen.

C. Write clearly and neatly.

D. Answer questions as briefly as possible.

E. Be honest.

F. Answer all questions.

(NOTE: If the questions do not apply to you, write "N/A" for not applicable. This shows that you did not overlook a question.)

G. If you have completed a resume, take it with you; it will ensure that all information is correct and complete.

H. Read over the completed form when finished. Make sure every blank is filled in.

I. Avoid cross-outs and too many erasures.

J. Use the word open for questions about salary. Putting down an amount could land you a salary below what was planned for or scare the employer off because of too high an amount. Discuss salary with the employer at the proper time during the interview.

II. Information Required on the Application

A. Personal information

   1. Age

   2. Sex

   3. Address

   4. Citizenship

   5. Optional: marital status, dependents, health status, etc.

B. Job desired

C. Educational background

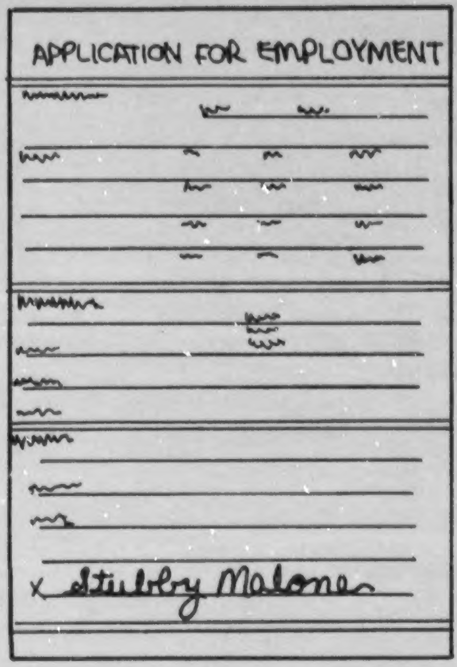
D. Previous work experience

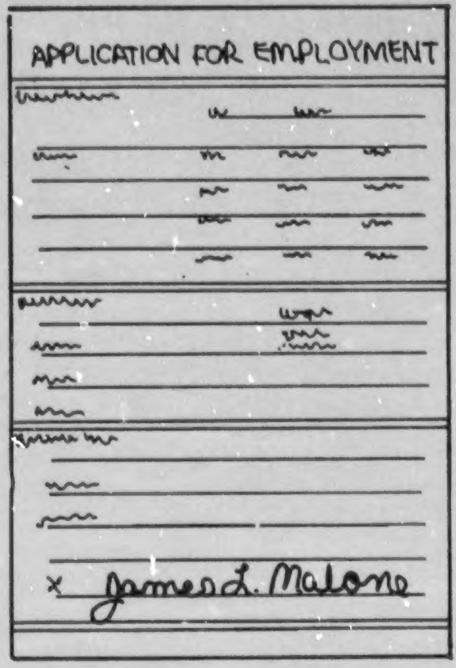
E. Military record

F. References

G. Signature of applicant

(NOTE: Use your correct name--no nicknames! Your signature is required to ensure that the information on the form is true.)


APPLICATION FOR EMPLOYMENT
x Stubby Malone


APPLICATION FOR EMPLOYMENT
x James L. Malone

JOB ACQUISITION

ACTIVITY SHEET 7--FOLLOWING DIRECTIONS

Directions: Read everything before you begin.

1. Take out a sheet of notebook paper.
2. Write your name in the upper left-hand corner.
3. Write today's date directly below your name.
4. Number your paper from one to ten. Skip a line between each number.
5. Print the heading, "Following Directions," on the first line of your paper.
6. Write your birthdate--the month, day, and year--next to number one.
7. Write your parents' names next to number two.
8. Write your parents' occupation(s) next to number three.
9. Write your address next to number four.
10. Stand up and say, "I am following directions."
11. Write the phrase, "This is fun!" next to number five.
12. Complete only those directions from 1-5.
13. Fold your paper in half.
14. Anywhere on the reverse side, write down three occupations you are interested in.
15. Give your paper to your teacher and sit quietly until everyone is finished.

JOB ACQUISITION

ACTIVITY SHEET 8--HELP JOE!

Directions: Poor Joe! Joe, the star defensive lineman for the Texas City High School Mustangs, sprained his wrist while playing against the River City Tigers, the Mustangs' rival. Joe quit his job at Big Burger last September so that he could attend football practice after school. Joe, however, must now find a job since he will be graduating in May and must make the payments on his new Z-28. Texas City has several businesses that are hiring employees. Joe feels that he will have a better chance of landing a job if he completes as many applications as possible. Joe has a problem, however. The wrist that he sprained has made it impossible for him to write. Since the sooner he completes the applications, the sooner he will have the job, it is important that Joe complete the applications this week. Are you willing to help Joe? If so, use the following information about Joe to complete the applications.

NAME: Joe B. Wilson

SOCIAL SECURITY NUMBER: 413-45-6215

ADDRESS: 2422 Hilltop Lane
Texas City, Texas 75431

PHONE NUMBER: 512/456-7421

PERSON TO NOTIFY IN CASE OF EMERGENCY: Mrs. David Wilson
2422 Hilltop Lane
Texas City, Texas 75431

PHONE NUMBER: 512/456-7421

AGE/BIRTHDATE: 18; July 7, 19XX

EDUCATION: Anticipated graduation date from Texas City High School is May 19XX.

SPECIAL SKILLS: Typing; 55 w.p.m.

REFERENCES: 1. Mr. William Smith
Box 3420
Texas City, Texas 75431
PHONE: 512/456-3421
OCCUPATION: Principal, Texas City High School
YEARS KNOWN: 4

2. Mr. Gerald Grant
2625 Charity St.
Texas City, Texas 75431
PHONE: 512/456-2896
OCCUPATION: Minister, Texas City Methodist Church
YEARS KNOWN: 17

3. Ms. Barbara Thomas
Rt. 5 Box 140
Texas City, Texas 75431
PHONE: 512/456-2496
OCCUPATION: Manager, Big Burger Fast Foods
YEARS KNOWN: 2

PREVIOUS EMPLOYMENT:

Big Burger Fast Foods
2100 Drag Street
Texas City, Texas 75431

EMPLOYED FROM: July 19xx-September 19xx

POSITION TITLE: Counter Attendant

NAME AND TITLE OF SUPERVISOR: Ms. Barbara Thomas, Manager

SALARY RANGE: $3.35 and hour to start; $4.00 an hour ending salary

REASON FOR LEAVING: Participation in school activities

MISCELLANEOUS: Joe has never been convicted of a misdemeanor or felony.

WENDY'S OLD FASHIONED HAMBURGERS

NON-EXEMPT EMPLOYMENT APPLICATION

WE ARE AN EQUAL OPPORTUNITY EMPLOYER
MALE/FEMALE

WENDY'S OLD FASHIONED HAMBURGERS

VARIOUS FEDERAL, STATE AND LOCAL LAWS PROHIBIT DISCRIMINATION BASED ON RACE, COLOR, SEX, RELIGION, NATIONAL ORIGIN, ANCESTRY, AGE (AS PRESCRIBED BY LAW) HANDICAP OR MARITAL STATUS. WENDY'S IS AN EQUAL OPPORTUNITY EMPLOYER AND YOUR RESPONSE TO ANY QUESTION WILL NOT BE USED AS A BASIS FOR DISCRIMINATION, BUT WILL BE JUDGED ON IT'S RELEVANCE TO THE POSITION YOU ARE SEEKING.

NAME (LAST)	(FIRST)	(MIDDLE)		SOCIAL SECURITY NO.
HOME ADDRESS	CITY	STATE	ZIP CODE	AREA CODE HOME TELEPHONE NO.

NAME OF PERSON TO NOTIFY IN EMERGENCY ADDRESS CITY STATE TELEPHONE

POSITION/TYPE OF WORK APPLIED FOR: WHEN CAN YOU START?

HOW DID YOU COME IN CONTACT WITH WENDY'S?

ARE YOU 18 YRS. OR OLDER? ☐YES ☐NO IF NOT STATE YOUR AGE* ____________
*MUST BE ABLE TO PROVIDE AGE OR EMPLOYMENT CERTIFICATE

EDUCATION	NAME OF SCHOOL	ADDRESS	DID YOU GRADUATE? DEGREE RECEIVED
GH SCHOOL			
BUSINESS SCHOOL			
COLLEGE/ UNIVERSITY			
OTHER SPECIAL TRAINING			

DID YOU STUDY TYPING? ☐YES ☐NO STENOGRAPHY? ☐YES ☐NO

OFFICE MACHINES?____________________________OTHER?____________________________

HAVE YOU EVER WORKED FOR OR APPLIED FOR A POSITION WITH WENDY'S OR ANY OF IT'S FRANCHISEES?

☐YES ☐NO IF YES, GIVE DETAILS.____________________________

U.S. MILITARY SERVICE

BRANCH FROM____________ TO____________, RANK________

REFERENCES: PERSONAL (LIST FORMER EMPLOYERS) DO NOT LIST RELATIVES.

NAME	ADDRESS	PHONE	OCCUPATION	YEARS KNOWN

WENDY'S ER-2 (4-77) W-18

EMPLOYMENT HISTORY - MAY WE CONTACT YOUR PRESENT EMPLOYER? ☐YES ☐NO
MAY WE CONTACT YOUR PRIOR EMPLOYERS? ☐YES ☐NO

PRESENT OR LAST EMPLOYER:

EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING

WERE YOU EVER DISCHARGED BY ANY COMPANY? ☐YES ☐NO

IF YES, GIVE NAME OF COMPANY____

REASON FOR DISCHARGE____

IF YOU ARE NOW EMPLOYED, WHY DO YOU WANT TO MAKE A CHANGE____________________

IF YOU HAVE BEEN UNEMPLOYED AT ANY TIME SINCE LEAVING SCHOOL, PLEASE EXPLAIN________________

HAVE YOU, IN THE PAST 5 YEARS, BEEN CONVICTED OF A FELONY? ☐YES ☐NO

IF YES, PLEASE EXPLAIN AND GIVE DETAILS____

EMPLOYEES WILL BE ENGAGED, SUBJECT TO RECEIPT OF SATISFACTORY REFERENCES. IN MAKING THIS APPLICATION FOR EMPLOYMENT, IT IS UNDERSTOOD THAT AN INVESTIGATION MAY BE MADE WHEREBY INFORMATION IS OBTAINED THROUGH PERSONAL INTERVIEWS WITH NEIGHBORS, FRIENDS OR OTHERS WITH WHOM YOU ARE ACQUAINTED. THE INQUIRY INCLUDES INFORMATION AS TO YOUR CHARACTER, GENERAL REPUTATION, PERSONAL CHARACTERISTICS AND MODE OF LIVING, IF RELATED TO THE JOB FOR WHICH YOU ARE APPLYING. YOU HAVE THE RIGHT TO MAKE A WRITTEN REQUEST WITHIN A REASONABLE PERIOD OF TIME TO RECEIVE ADDITIONAL, DETAILED INFORMATION ABOUT THE NATURE AND SCOPE OF THIS INVESTIGATION. FALSIFICATION: IT IS UNDERSTOOD THAT ANY FALSE STATEMENT IN THIS APPLICATION IS SUFFICIENT CAUSE FOR DISMISSAL.

APPLICANT'S SIGNATURE DATE SIGNED

FOR EMPLOYEE RELATIONS USE ONLY

TESTS: TYPING____________________ STENO____________________

COMMENTS____

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date Social Security Number

Name Age Sex

Last First Middle

Present Address

Street City State

Permanent Address

Street City State

Phone No. Own Home Rent Board

Date of birth Height Weight Color of Hair Color of Eyes

Married Single Widowed Divorced Separated

Number of children Dependents other than wife or children Citizen of U.S.A. Yes ☐ No ☐

If related to anyone in our employ, state name and department Referred by

EMPLOYMENT DESIRED

Position Date you can start Salary desired

Are you employed now? If so may we inquire of your present employer

Ever applied to this company before? Where When

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of special study or research work

What foreign languages do you speak fluently? Read Write

U.S. Military or Naval service Rank Present membership in National Guard or Reserves

Activities other than religious (civic, athletic, fraternal, etc.)

Exclude organizations the name or character of which indicates the race, creed, color or national origin of its members

Last

First

Middle

(CONTINUED ON OTHER SIDE)

BEST COPY AVAILABLE

FORMER EMPLOYERS List below last four employers, starting with last one first

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give below the names of three persons not related to you, whom you have known at least one year.

	Name	Address	Business	Years Acquainted
1				
2				
3				

PHYSICAL RECORD:

List any physical defects

Were you ever injured? Give details

Have you any defects in hearing? In vision? In speech?

In case of emergency notify

Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness Character

Personality Ability

Hired For Dept. Position Will Report Salary Wages

Approved: 1 2. 3.

Employment Manager Dept. Head General Manager

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FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location ______	Rate ______
Position ______	Date ______

To Applicant: We deeply appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications. A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications and may assist us in possible future upgrading.

PERSONAL

Date ______

Name ______ (Last) ______ (First) ______ (Middle) Social Security No ______

Present address ______ (No) ______ (Street) ______ (City) ______ (State) ______ (Zip) Telephone No ______

Do you have any physical condition which may limit your ability to perform the particular job for which you are applying? ______ If yes describe such condition ______

Position(s) applied for ______ Rate of pay expected $ ______ per week

Would you work Full-Time ______ Part-Time ______ Specify days and hours if part-time ______

Were you previously employed by us? ______ If yes, when? ______

List any friends or relatives working for us, other than spouse ______ (Name(s))

If your application is considered favorably, on what date will you be available for work? ______ 19 ______

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with our organization? ______

______

______

RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Check Last Year Completed	Did You Graduate?	List Diploma or Degree
High			1 2 3 4	☐ Yes ☐ No	
College			1 2 3 4	☐ Yes ☐ No	
Other (Specify)			1 2 3 4	☐ Yes ☐ No	

MILITARY SERVICE RECORD

Were you in U.S. Armed Forces? Yes ______ No ______ If yes, what Branch? ______

Dates of duty: From ______ (Month Day Year) To ______ (Month Day Year) Rank at discharge ______

List duties in the service including special training ______

______

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BEST COPY AVAILABLE

List below all present and past employment, beginning with your most recent

I

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo	Yr	Mo	Yr			
Telephone							

II

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo	Yr	Mo	Yr			
Telephone							

III

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo	Yr	Mo	Yr			
Telephone							

IV

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo	Yr	Mo	Yr			
Telephone							

PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

I HEREBY CERTIFY that the answers given by me to the foregoing questions and the statements made by me are full and true to the best of my knowledge and belief. I understand that any false information, omissions or misrepresentation of facts called for in this application or any supplements thereto, is cause for rejection of my application or discharge at any time during my employment. I voluntarily authorize my former employers, schools, and persons named herein to give information regarding me, whether or not such information is a part of their records. I hereby release said organization or persons from any liability or claim whatsoever for issuing this information.

I UNDERSTAND that as a condition of employment, I may be required to pass an employment physical and any future physical examinations required.

Applicant's signature **Date**

UNIT I

JOB ACQUISITION

ACTIVITY SHEET 9--COMPLETING THE APPLICATION FORM

Directions: The following pages contain an application form. Complete the application form using current information about yourself. Your completed application should be similar to Tina Teenager's application form.

ACTIVITY SHEET 9--COMPLETING THE APPLICATION FORM

Referred to this company by ____________

Please Print or Type

GENERAL DATA

Name Date

last first middle (other last names)

Address City State Zip

Tel. No. Date Available

Have you ever worked for XYZ Co.? YES NO When

Social Security No. Veteran? YES NO

Position desired

Salary Expected Relatives Employed by XYZ Co.

EDUCATION Name and location	Circle grade completed	Year Graduated	Degree	Major
Secondary School	7 8 9 10 11 12			
Community College	13 14			
College/ University	13 14 15 16			
Graduate School				

SECURITY

Have you ever been convicted of a felony? YES NO

If yes, please explain.

(if applicable) Have you ever had a security clearance?

Level of Clearance

EMPLOYMENT HISTORY

Employed by (List Most Recent Employer First)	Dates Employed		Salary	Nature of Duties	Reason for Leaving
Company	From	To			
Street					
City State					
Tel. No.					
Supervisor					
Company					
Street					
City State					
Tel. No.					
Supervisor					

I hereby certify that the above information is true and correct. I understand that any false statements on my part may disqualify me from employment.

Signature Date

ACTIVITY SHEET 9--TINA TEENAGER'S APPLICATION FORM

Referred to this company by Ted Teacher

Please Print or Type

GENERAL DATA

Name Teenager Tina R. (last, first, middle, other last names) Date June 4, 19XX

2123 Hilltop (Address) Smalltown (City) Texas (State) 73421 (Zip)

Tel. No. (218) 456-0431 Date Available June 4, 19XX

Have you ever worked for XYZ Co.? YES [✓ NO] When n/a

Social Security No. 455-43-4685 Veteran? YES [✓ NO]

Position desired Nurse's Aide

Salary Expected open Relatives Employed by XYZ Co. n/a

EDUCATION	Name and location	Circle grade completed	Year Graduated	Degree	Major
Secondary School	Smalltown Middle School, Smalltown, Texas	7 [✓ 8] 9 10 11 12	n/a	n/a	n/a
Community College	n/a	13 14			
College/ University	n/a	13 14 15 16			
Graduate School	n/a				

SECURITY

Have you ever been convicted of a felony? YES [✓ NO]

If yes, please explain.

(If applicable) Have you ever had a security clearance? n/a

Level of Clearance n/a

EMPLOYMENT HISTORY

Employed by (List Most Recent Employer First)	Dates Employed		Salary	Nature of Duties	Reason for Leaving
Company Mrs. Fred Jones	From	To		Babysitting	
Street 2124 Lee Street	6/xx	10/xx			Son's condition
City Smalltown State Texas					required a
Tel. No. (218) 462-1431					full-time
Supervisor					nurse
Company n/a				n/a	
Street					
City State	n/a				
Tel. No.					
Supervisor					

I hereby certify that the above information is true and correct. I understand that any false statements on my part may disqualify me from employment.

Tina R. Teenager
Signature

June 4, 19xx
Date

JOB ACQUISITION

INFORMATION SHEET 6--THE RESUME

I. Definitions of Resume or Personal Data Sheet

    A. Resume and personal data sheet are terms that basically mean the same.

    B. They are written statements of all the facts about yourself that might be of possible interest to an employer.

II. Purpose

    A. Usually used by those who have completed a college education and/or have considerable work experience

    B. Used as a reference when filling out a job application

III. Advantages

    A. Many copies may be made and mailed to different companies when seeking employment.

    B. A short, complete version of qualifications, rather than lengthy application forms may allow employers time to read and study, thereby increasing your chance of getting the job.

    C. Provides an easy way to update education and work experiences as they broaden

VI. Standards for Writing a Resume

    A. Organization may vary, but all usually contain the same information

    B. Should be organized logically

    C. Should be typed neatly

    D. Should not have any spelling errors

    E. Should be presented in an outline form

    F. No set limit as far as length; however, many employers prefer no more than two pages

    G. Should present qualifications and experience honestly

V. Information to Be Presented

    A. Name, address, and phone number

    B. The type of job for which you are applying

C. Personal or background information

1. Age, height, weight (optional)
2. State of health
3. Date of birth
4. Social security number
5. Marital status

D. Educational information

(NOTE: Place the most recent information first.)

1. Name and address of schools attended
2. Dates you attended school
3. Subjects studied

   (NOTE: List only those subjects you feel will help you on the job.)

4. Awards and activities

   (EXAMPLE: Club memberships and offices held, participation in athletics, etc.)

E. Work experience

(NOTE: List the most recent job first.)

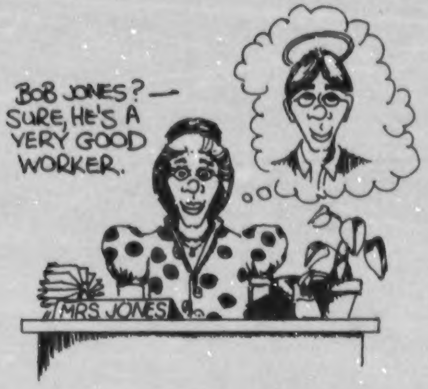
1. Name and address of company where you worked
2. How long you worked there
3. What you did
4. Special training you received

F. References

(CAUTION: Be sure to get permission before using people's names as references.)

1. Former employers
2. Former teachers, especially those who taught you courses that will help you in the job you are applying for
3. Adult friends
4. Community leaders

   (NOTE: Avoid using relatives as references.)

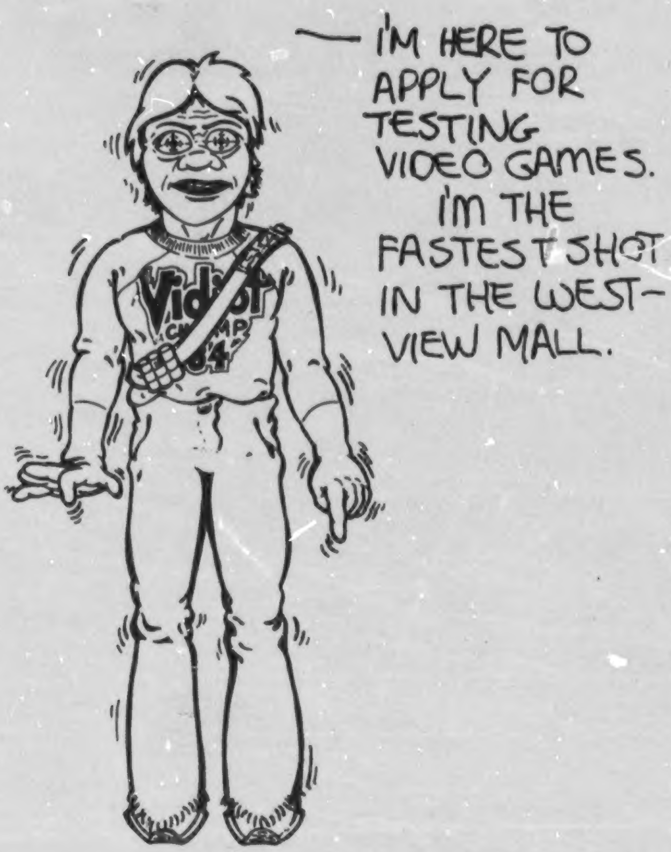

BOB JONES? — SURE, HE'S A VERY GOOD WORKER.
MRS JONES

G. Special skills

1. Operation of equipment

2. Speed on equipment (e.g., typing, calculator, etc.)

3. Any hobbies or interests that relate to your job


— I'M HERE TO APPLY FOR TESTING VIDEO GAMES. I'M THE FASTEST SHOT IN THE WEST-VIEW MALL.
'84

SAMPLE RESUME'

Career Objective: Secretary

Name: Janice Jones
Address: 823 Myhome Dr., Hometown, Texas 75469
Birthdate: June 2, 1967
Telephone: 214/886-7241
Social Security Number: 422-55-1797

Educational Background

Hometown High School — Dates Attended: 1981-85
2210 Sycamore Street
Hometown, Texas 75469

Related Courses

Vocational Office Education, two years
Business Law, one year
Typing, one year
Data Processing, two years

Work Experience

Dates	Employer	Supervisor
1984-present	Big C, Inc. 141 Main Street Hometown, TX 75469	Mr. Neal Bowman

Duties

Typed invoices and correspondence, filed all correspondence, did extensive work on word processor, answered phone, and greeted all visitors.

Special Skills

Typing - 60 w.p.m.
Shorthand - 80 w.p.m.

References

Mr. Neal Bowman, Vice President
Big C, Inc.
141 Main St.
Hometown, TX 75469

Mrs. Marty James, Vocational Office Education Teacher
121 Monroe
Hometown, TX 75469

Ms. Bridgett Webb, Principal
Hometown High School
2210 Sycamore Street
Hometown, TX 75469

SAMPLE RESUME´

Matthew Money
2122 Elmway Avenue
Columbus, Ohio 76543

Home: (219) 456-3456 Business: (219) 456-7892

Marital Status:	Married	Health:	Excellent
Dependents:	Three	Height:	5' 5"
Birthdate:	September 2, 19XX	Weight:	135
Birthplace:	Alba, Montana	Citizen:	USA

OBJECTIVE

To utilize the skills developed in evaluation, planning, and managing to pursue a career in bank management.

EXPERIENCE

FINANCIAL: Responsible for the planning and budgeting of corporations ranging in assets in excess of $1,000,000.

ADMINISTRATIVE: Experienced in all phases of administration with special emphasis on systems and organizational planning. Successful administration of both line and staff groups leading to a very clear understanding of the modes of operation and objectives of each type of organization.

BANKING: Experienced in all phases of the bank operation--including auditing, bookkeeping, public relations, etc.

EMPLOYERS

Big C Company (19XX-19XX)--Comptroller

First National Bank of Boston (19XX-19XX)--Audit Supervisor

Mutual Bank of Chicago (19xx-19xx)
  Bookkeeping Officer
  Public Relations Officer
  Cashier

EDUCATION

State University of Business
  MBA, Accounting, 19XX
  B.A., Management, 19XX

SAMPLE RESUME'

Susan Searcher

Home: 301 Main Street
Seville, Texas 76545
817/456-6754

Business: Lovely Modeling
4323 Main St.
Seville, Texas 76545
817/456-8756

OBJECTIVE

FASHION MODEL

Model

Modeled cosmetics in certain widely known magazines for the last three years. Was successful in raising the volume of sales in many of the firms 30 percent within the first year.

Cosmetics Consultant

Extensive work in the field of research in cosmetics production. Widely acclaimed consultant for LuJay Cosmetics. Extensive work in the area of presentations, beauty makeovers, etc.

Fashion Designer

Devised and supervised many details of fashions from the conceived idea to the finished product. Many of the products designed were sold to world-acclaimed fashion stores.

FIRMS

19XX to present	Lovely Modeling Seville, Texas	Model
19XX-19XX	LuJay Cosmetics	Cosmetics Consultant
19XX-19XX	L and A Fashion Designs	Fashion Designer

EDUCATION

Texas State University, B.A. Major: Fashion Design

PERSONAL DATA

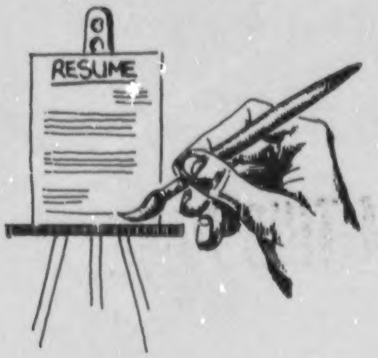
Birthdate: March 21, 19XX Married Excellent Health

Height: 5' 10" Weight: 120

JOB ACQUISITION

ACTIVITY SHEET 10--WRITING A RESUME

Directions: Your resume should give an accurate picture of your qualifications.



Often an employer will form the first impression of you from it. Using the samples as a guide, write your own resume.

If you have worked before--delivering newspapers, babysitting, mowing yards, etc.--list those jobs as work experience. If you have never worked before, be creative--choose a career and list any work experience and/or education you feel would help you get the job.

JOB ACQUISITION

INFORMATION SHEET 7--PREPARING FOR THE INTERVIEW

I. Things to do before the Interview

  A. Know the exact date, time, and place of the interview.

  B. Know the name of the person who will be conducting the interview and his/her title.

  C. Learn as much about the company as possible.

  D. Review your resume.

  E. Think through possible questions the interviewer might ask.

  F. Think of several questions to ask about the job and about the company.

  (NOTE: Asking questions shows you are truly interested!)

    1. Is there room for advancement?

    2. What are the fringe benefits?

    3. When can you find out whether or not you were hired?

    4. What kind of salary increases are included?

  G. Gather materials you will need for the interview.

    1. Two pens (in case one does not work)

    2. A copy of your resume

    3. Any additional information related to your qualifications for the job

    (EXAMPLE: If you are applying for a job as a photographer, you would want to include pictures you have made.)

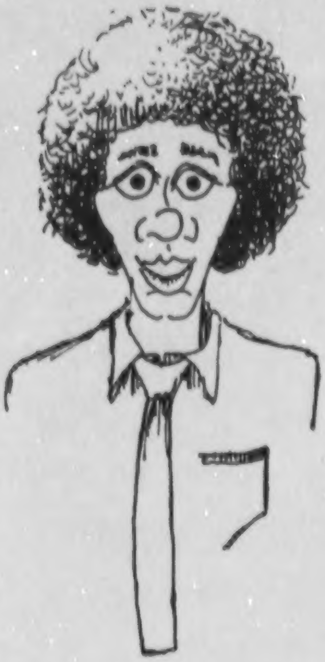
II. Dressing for Success

  A. Wear the appropriate clothing.

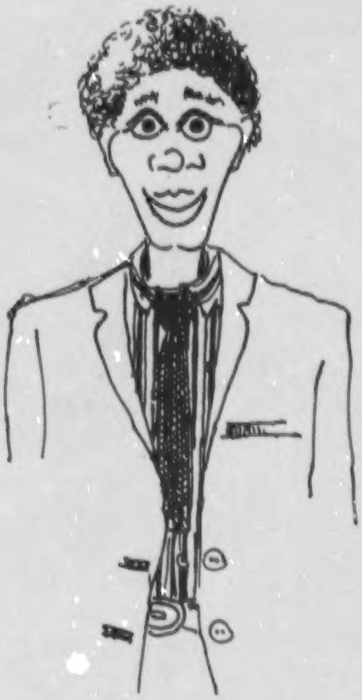
  (NOTE: An applicant for an auto mechanic's job would dress differently than an applicant for a manager's job.)

  B. According to John T. Molloy, author of Dress for Success, always dress for the job you would like to hold, not for your present job--unless, of course, you are satisfied where you are.

C. Dress conservatively. (No short dresses, unbuttoned shirts, etc.)



1. Businesslike attire is the best.



2. If you are unsure about what to wear, it is much better to be overdressed than to appear sloppy!

3. Too little jewelry is better than too much.

D. Consider your personal traits.

1. Choose clothing that complements your body structure and your facial features.

2. Choose clothing that feels good on you. If it feels good, you feel good, and it shows.

E. To make a good impression:

1. Body should be clean and odor free.

2. You should be freshly shaved.

3. Hair should be neat, clean, and trimmed.

4. Makeup should not be overdone.

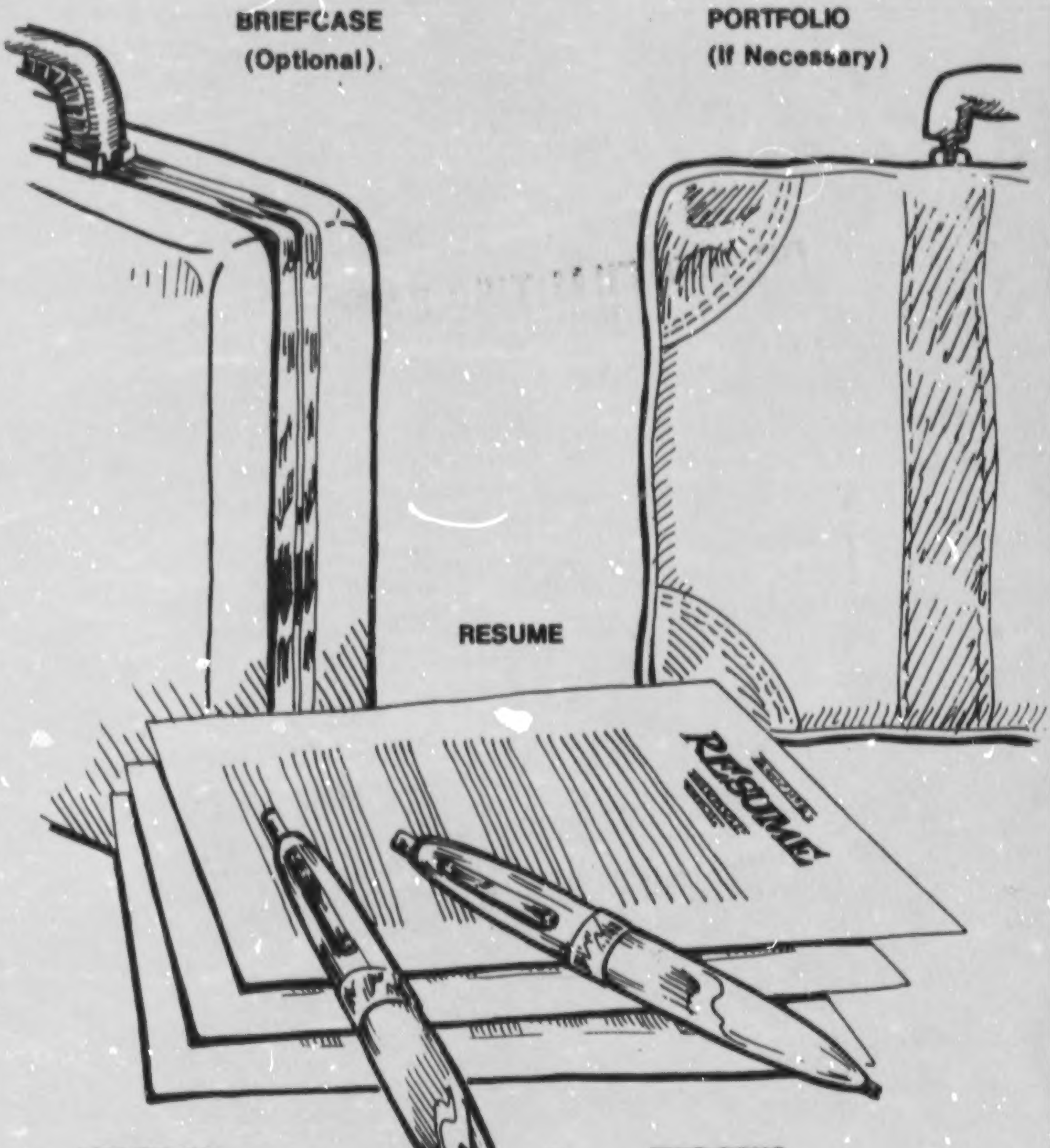
5. Teeth should be brushed and your breath fresh.

6. Clothes should be clean and pressed.

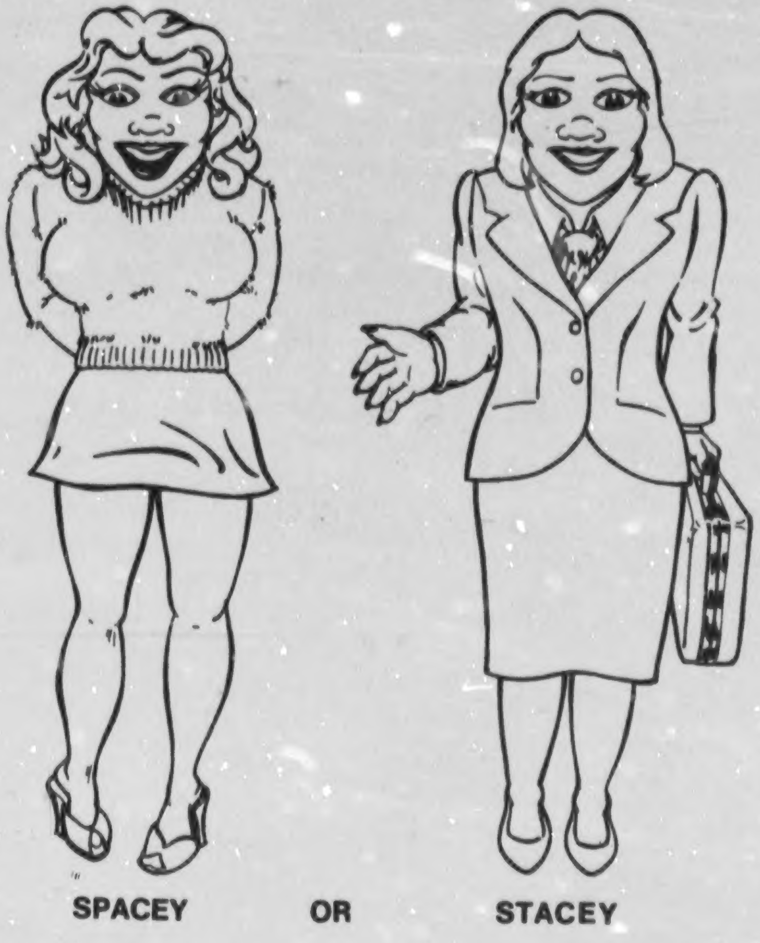
7. Shoes should be clean and polished.

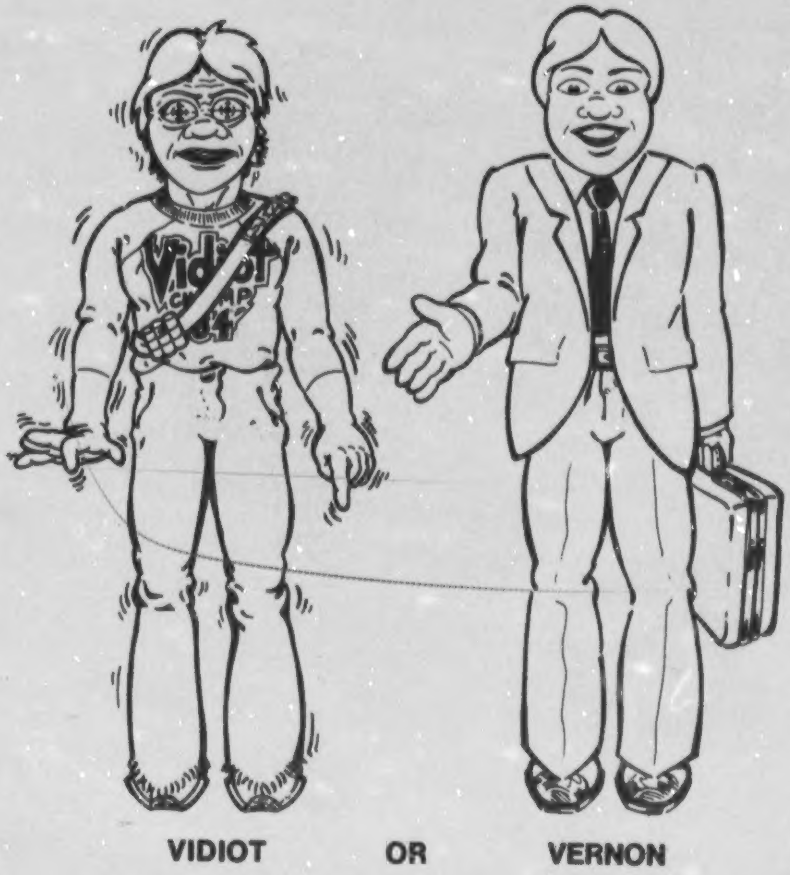
8. Do not wear strong perfume or aftershave lotion.

THINGS TO TAKE WITH YOU


BRIEFCASE
(Optional)
PORTFOLIO
(If Necessary)
RESUME
RESUME
ADDITIONAL INFORMATION
TWO PENS
(In Case One Fails)

WHOM WOULD YOU HIRE?


SPACEY
OR
STACEY


Vidiot
CHAMP
84
VIDIOT
OR
VERNON

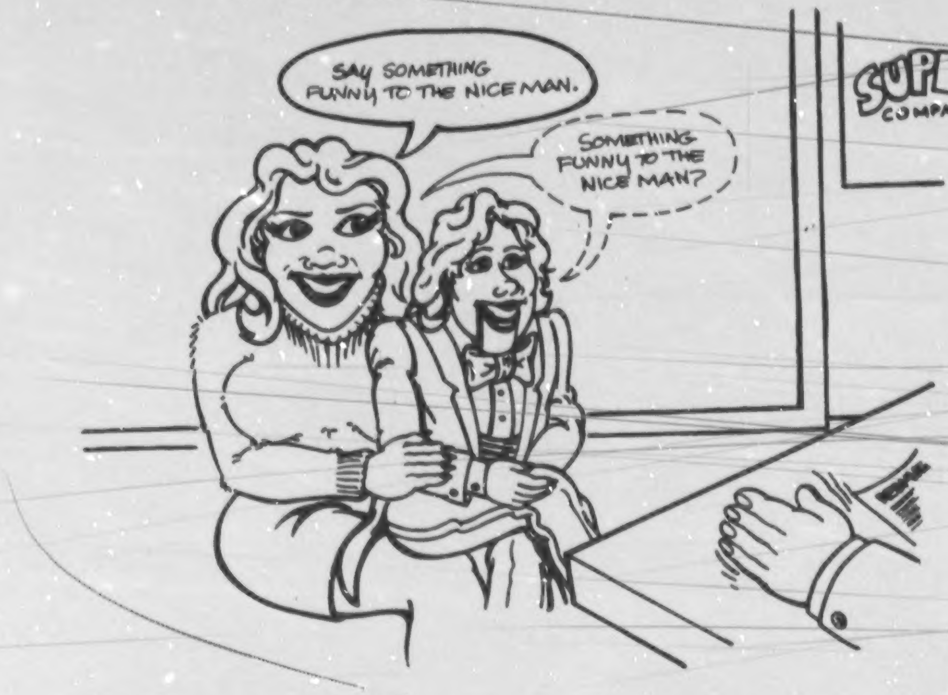
JOB ACQUISITION

INFORMATION SHEET 8--THE INTERVIEW

I. Before the Interview

A. Go alone. Don't take a parent or friend with you.

(NOTE: Employers seldom hire people who cannot sell themselves in an interview without the help of another person.)


SAY SOMETHING FUNNY TO THE NICE MAN.
SOMETHING FUNNY TO THE NICE MAN?
SUPL
COMPA

B. Allow enough time to be 10-15 minutes early in case you are required to complete any other forms.

C. Review important information.

1. Know the name and title of the interviewer.
2. Know what the company does.
3. Know several reasons why you want the job.

D. Dress appropriately.

II. Meeting the Receptionist/Secretary

A. Be sure to be friendly and courteous to the receptionist/secretary.

(NOTE: Many a job has been lost because an applicant was not friendly to the receptionist. If an employer is having a hard time deciding between applicants, he/she may ask the secretary's opinion.)

B. Introduce yourself, stating that you have an appointment and with whom.

(EXAMPLE: "Good morning. My name is Jaka Chen. I am applying for a job as a computer programmer. I have a 9:30 appointment with Ms. Lindsey.")

C. Wait for instructions and follow them carefully.

III. Starting the Interview

A. Smile and greet the interviewer with a firm handshake.

(NOTE: Women, too, should shake hands if offered.)

B. Call the interviewer by name.

C. Introduce yourself.

D. State the purpose of your visit.

E. Listen for instructions.

F. Stand until the interviewer asks you to sit.

1. If not asked to sit, you must stand.

2. If asked to sit, do not slouch.

G. Try not to be nervous. Taking two or three deep breaths helps you relax.

H. Do not place personal items such as your purse, umbrella, etc. on the interviewer's desk.

I. Do not smoke or chew gum.

J. Be confident!

K. Make eye contact, but do not stare.

L. Be courteous and polite.

(REMEMBER: Good manners are never out of style.)

IV. Answering Questions During the Interview

A. Do not interrupt the interviewer when he/she is speaking.

B. Try to answer with more than yes or no--the interview will go much more smoothly.

C. Do not talk about your personal problems. Try to convince the interviewer that he/she will be doing the company a favor by hiring you, not vice versa.

D. Answer all questions honestly. An employer can sense when you are avoiding a question.

(EXAMPLE: "Would you say you can work well with others?"

"Truthfully, my relationship with my supervisor could have been better. We never became especially fond of each other. However, we did manage to work together.")

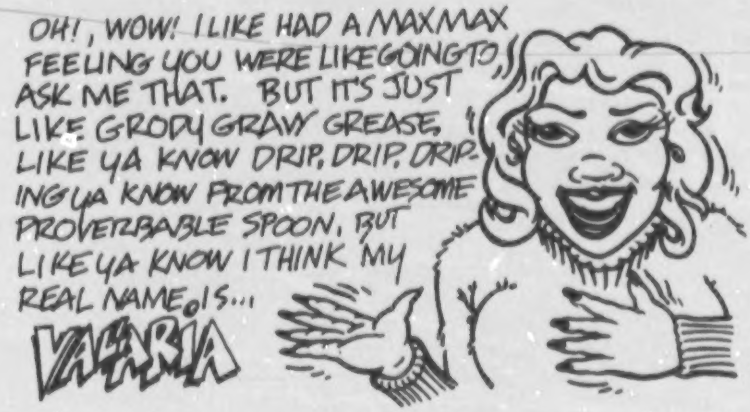
E. Give positive answers to unfavorable questions.

(EXAMPLE: "What was your reason for leaving your past employment."

"I was laid off because I could not get along with my co-workers. But I have learned now that I must put forth extra effort.)

F. Do not "ramble"; give clear answers.

G. Use correct English. Avoid using slang words or phrases.


OH!, WOW! I LIKE HAD A MAXMAX FEELING YOU WERE LIKE GOING TO ASK ME THAT. BUT IT'S JUST LIKE GRODY GRAVY GREASE, LIKE YA KNOW DRIP, DRIP, DRIPING YA KNOW FROM THE AWESOME PROVERBABLE SPOON, BUT LIKE YA KNOW I THINK MY REAL NAME IS...
VALARIA

H. Show interest in the company by asking questions.

I. Give the interviewer the opportunity to mention salary and fringe benefits.

1. If asked what salary you would come to work for, sample answers are:

"It depends upon my responsibilities."

"What is someone in a similar position making?"

V. Closing the Interview

A. Usually, the interviewer will tell you that there are no further questions and that you will be notified when a decision has been reached.

B. Thank the interviewer for his/her time.

C. Leave immediately when the interview has ended.

VI. Following the Interview

A. The thank-you letter

1. Express your continued interest in the job.

2. Express your appreciation to the interviewer for the opportunity to interview with the company.

3. Take the opportunity to sell yourself a little more.

B. The follow-up telephone call

1. Include the following information

a. Your name

b. Date of the interview

c. Position for which you interviewed

2. Ask whether a decision had been made.

(EXAMPLE: Incorrect: "Hello, Ms. Smith. This is George Goofup. I haven't heard anything about the job. You said I should call. Did I get it?"

Correct: "Hello, Ms. Smith. This is Daniel Doright. I interviewed with your company on December 27 for the position of general manager. Have you reached a decision?")

3. If someone else was hired, thank the interviewer for considering you, and tell him/her you are still interested in working for the company.

(EXAMPLE: "I would like to thank you for considering me for the position. I am still interested in working for your company, and I would appreciate your keeping my application on file."

VII. Learn from Your Interview

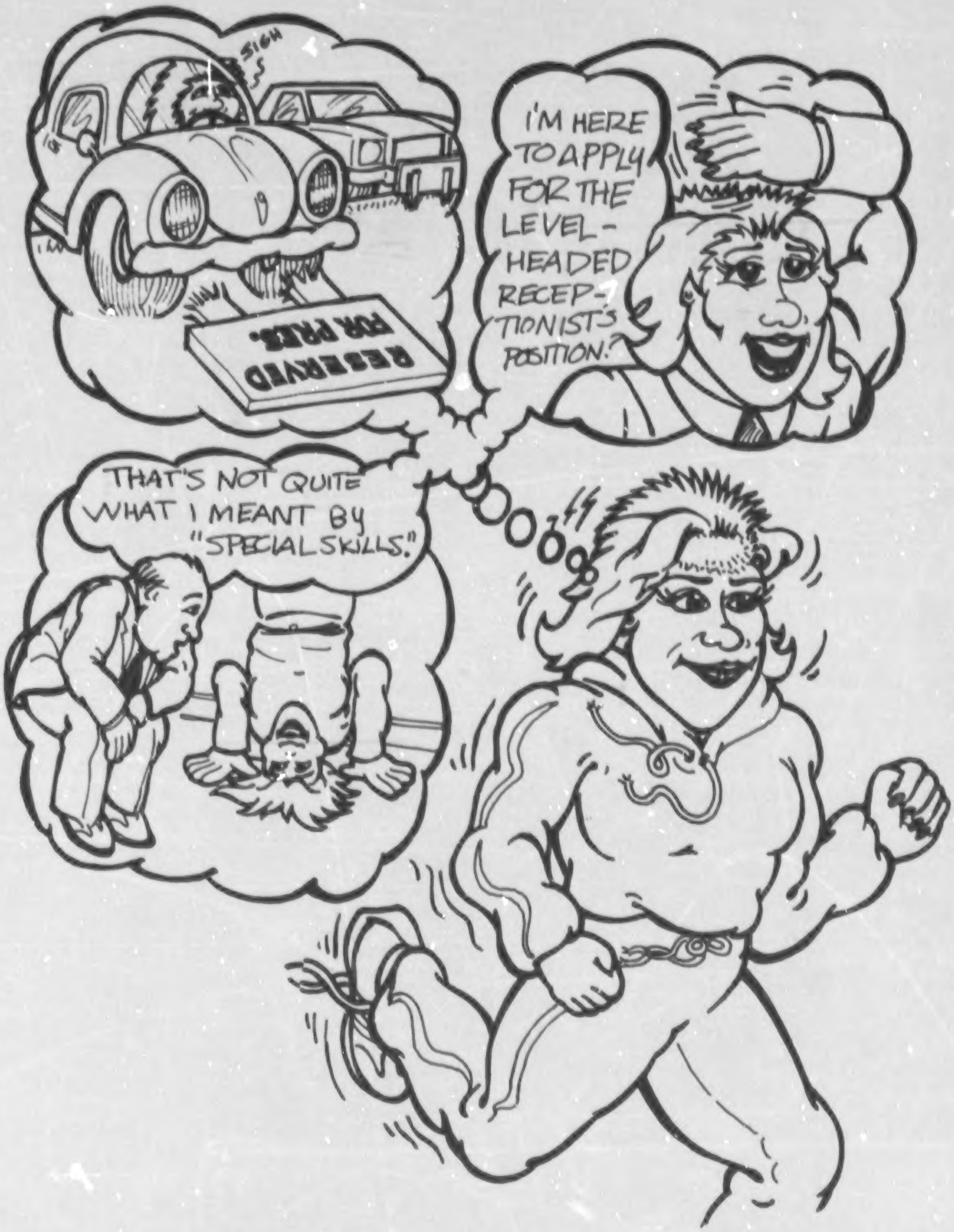
A. Looking back at the interview

1. What were some of the good things you did?

2. What were some of the bad things you did?

3. If you could change any of your responses, what would they be?

B. Remember that all is not lost if you did not get the job--learn from your mistakes.


SIGH
RESERVED FOR PRES.
I'M HERE TO APPLY FOR THE LEVEL-HEADED RECEPTIONIST'S POSITION?
THAT'S NOT QUITE WHAT I MEANT BY "SPECIAL SKILLS."

JOB INTERVIEW POINTERS

1) Dress appropriately; be neat and clean.

2) Wear well-pressed clothes. The type of clothes depends on the job situation.

3) Go ALONE to your interview.

4) Arrive a little ahead of time. If you cannot keep the interview, be sure to notify your prospective employer.

5) Be courteous to the receptionist.

6) Watch your posture in the waiting room as well as during the interview.

7) Do not chew gum or smoke.

8) If your possible employer offers to shake hands, make your handshake firm.

9) Be yourself, but even if you are uneasy, try to smile.

10) Do not be so casual that you appear uninterested in the job.

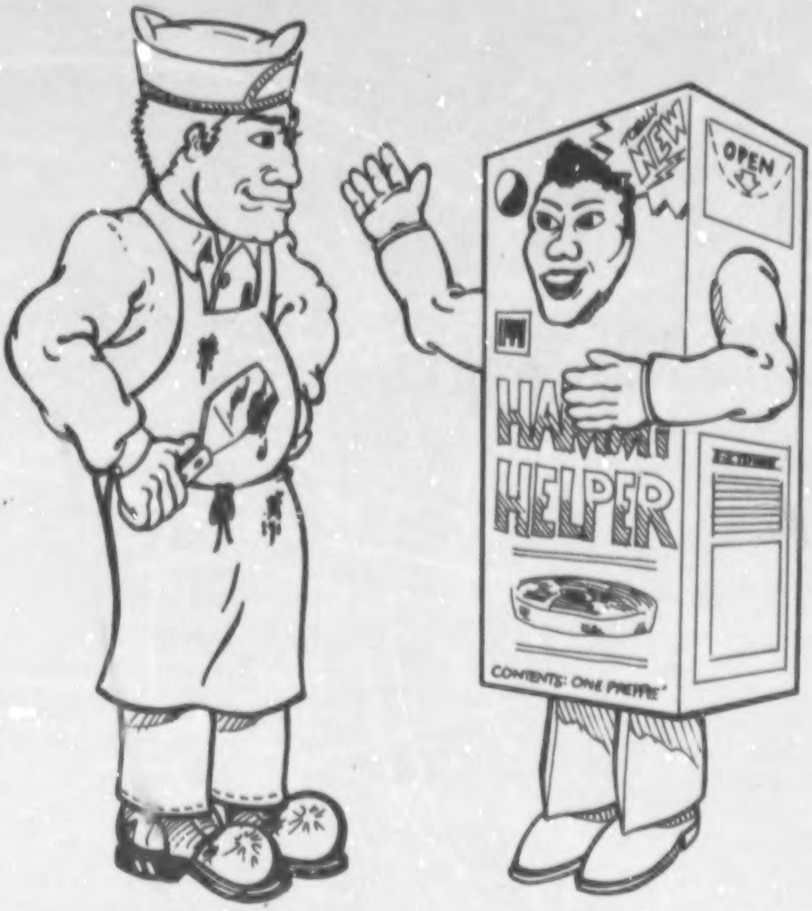
11) Listen carefully; answer questions thoughtfully. Be aware of talking too much or too little.

12) Give accurate and complete information. Have your personal data sheet with you so you can give dates of previous work and other information easily.

13) Be prepared to ask some intelligent questions about the work and situations on points of interest to you.

14) If you DON'T get the job--keep a good attitude. Try to leave such a good impression that the firm might want to call you if another job opening occurs.

AT THE INTERVIEW


TOTALLY NEW
OPEN
HELPER
CONTENTS: ONE PREPPIE

CONVINCE THE INTERVIEWER YOU CAN DO THE JOB. SELL YOURSELF.

1) Sit upright in your chair.

2) Lock the interviewer in the eyes.

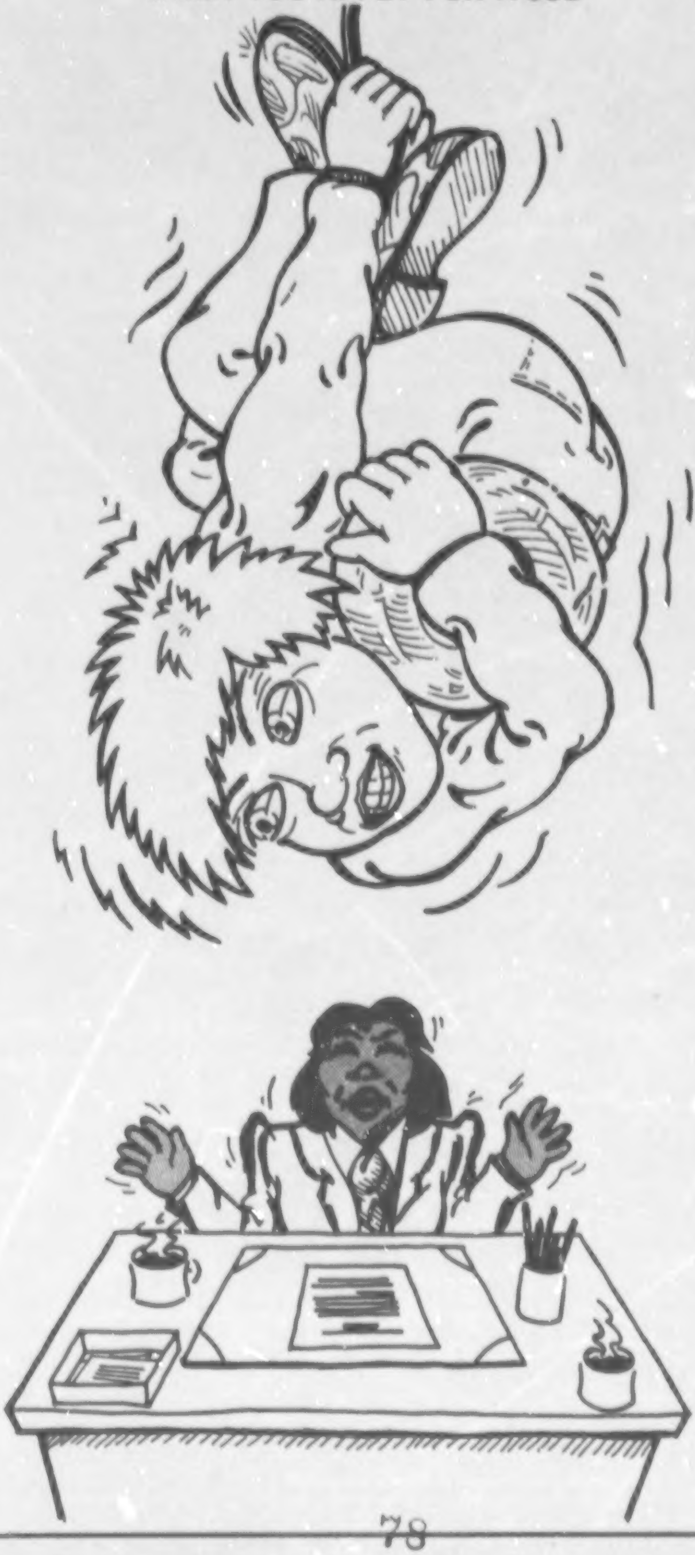
3) Answer all questions honestly.

4) Try to give a favorable response to unfavorable questions.

5) Thank the interviewer after the interview is over.

IT'S NORMAL TO BE A LITTLE NERVOUS

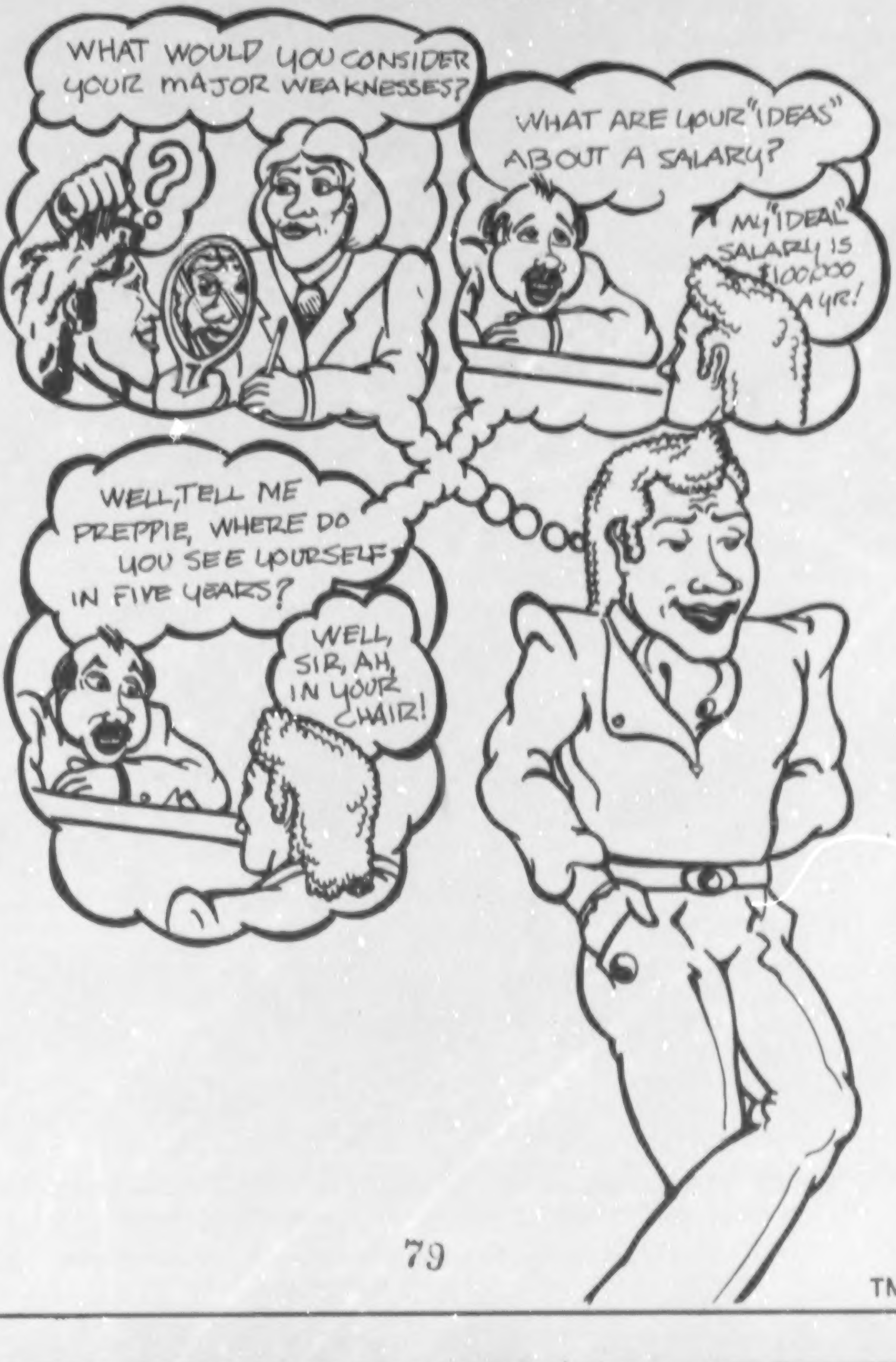
WHEN YOU APPLY FOR A JOB



TM-13

LOOK BACK AT THE INTERVIEWS

WHAT WENT WRONG?


WHAT WOULD YOU CONSIDER YOUR MAJOR WEAKNESSES?
?
WHAT ARE YOUR "IDEAS" ABOUT A SALARY?
MY "IDEAL" SALARY IS $100,000 A YR!
WELL, TELL ME PREPPIE, WHERE DO YOU SEE YOURSELF IN FIVE YEARS?
WELL, SIR, AH, IN YOUR CHAIR!

JOB ACQUISITION

INFORMATION SHEET 9--QUESTIONS FREQUENTLY ASKED AT AN INTERVIEW

1. What are your future career plans?

2. What are your major weaknesses?

3. What are your special abilities?

4. Do you prefer working with others or by yourself?

5. In what school activities have you participated? Why?

6. What school courses did you like best? Least? Why?

7. Why do you think you would like this particular type of job?

8. Are you willing to relocate where the company wants to send you?

9. What can you do for us? Why do you feel you are qualified?

10. What are your'ideas about salary?

11. Where have you worked before?

12. Do you have any questions about our company or the job opening?

JOB ACQUISITION

ACTIVITY SHEET 11--PARTICIPATING IN A SIMULATED JOB INTERVIEW

Directions:

1. Seven students should be selected to do the interviewing.
2. They will be given a card with the name of the company and should use those questions on Information Sheet 9 to conduct the interview.
3. Two students will be asked to be employees of employment agencies.
4. These students will be given cards with directions for their jobs.
5. All other students will first draw an information card.
6. They will then proceed to the INSTRUCTION DESK (the teacher's desk).
7. The teacher will instruct the students where to go.
8. If sent to the private employment agency, the contract must be completed.
9. Using the information on the card and any other personal information, the students will conduct themselves as if they are in an actual interview.
10. The students are to answer the questions honestly, referring to their information cards when needed.
11. When the interview is over, the interviewer is to complete the applicant's rating form; the applicant should be given the rating form when completed so that improvements may be made in the next interview.
12. The applicant should then raise his/her hand.
13. The teacher will pick up the rating form and take the student back to the INSTRUCTION DESK.
14. The student will then draw another information card and follow steps 5-12 until they have been interviewed three times.

    (NOTE: Each student should be interviewed by three different personnel directors and for three different positions.)
15. When three interviews have been completed, the student will then be placed in an interviewing position.

UNIT I

JOB ACQUISITION

INFORMATION CARDS

DIRECTIONS: Cut along the dotted lines. The cards will last much longer if they are laminated.

EXPERIENCE: Typist at Big RT Company in Dallas, Texas for three years	JOB APPLYING FOR TYPIST	SPECIAL SKILLS: Typing, 55 w.p.m.
EXPERIENCE: Worked for three years at XYZ Company in Houston, Texas as a janitor	JOB APPLYING FOR JANITOR	SPECIAL SKILLS: None
EXPERIENCE: Worked three years at Joski's Department Store as a salesclerk	JOB APPLYING FOR SALESCLERK	SPECIAL SKILLS: Typing, 45 w.p.m.
EXPERIENCE: Personnel Director for G Systems in Ft. Worth, Texas for two years	JOB APPLYING FOR PERSONNEL DIRECTOR	SPECIAL SKILLS: Typing, 65 w.p.m. HIGHER EDUCATION: M.S. in Human Resources Management
EXPERIENCE: Public Relations Director for Large B Company in Arlington, Texas for four years	JOB APPLYING FOR PUBLIC RELATIONS DIRECTOR	SPECIAL SKILLS: Typing, 70 w.p.m. HIGHER EDUCATION: B.S. In Communications
EXPERIENCE: Purchasing Agent for Title Big Company in Tyler, Texas for six months	JOB APPLYING FOR PURCHASING AGENT	SPECIAL SKILLS: Typing, 55 w.p.m. HIGHER EDUCATION: Two years of coursework toward B.B.A.
EXPERIENCE: Five years in operating rides at Lassoworld	JOB APPLYING FOR AMUSEMENT RIDES MANAGER	SPECIAL SKILLS: None HIGHER EDUCATION: Eighteen semester hours in marketing and management
EXPERIENCE: Cashier for Wide World Bank; part-time for two years	JOB APPLYING FOR CASHIER	SPECIAL SKILLS: Typing, 45 w.p.m.; operate electronic calculator by touch

EXPERIENCE: Two years exp. as a skating competitor	JOB APPLYING FOR SKATING INSTRUCTOR	SPECIAL SKILLS: Have won numerous awards for competition
EXPERIENCE: Two years exp. as a cook in Margino's Restaurant	JOB APPLYING FOR COOK	SPECIAL SKILLS: None
EXPERIENCE: Five years at Shemroad Manufacturing Company	JOB APPLYING FOR ASSEMBLY-LINE WORKER	NOTE: Business has closed. You have been laid off.
EXPERIENCE: One year of exp. at Shemroad Manufacturing Company	JOB APPLYING FOR LINE SUPERVISOR	NOTE: Business has closed. You have been laid off.
EXPERIENCE: None	JOB APPLYING FOR RECEPTIONIST	SPECIAL SKILLS: Typing, 60 w.p.m.
EXPERIENCE: Landscape supervisor for Lindsey's--a fast food corporation in Dallas, Texas for five years	JOB APPLYING FOR LANDSCAPE SUPERVISOR	HIGHER EDUCATION: Degree in horticulture design from Big State University
EXPERIENCE: Accounting supervisor for TBL in Austin, Texas for two years	JOB APPLYING FOR ACCOUNTING SUPERVISOR	HIGHER EDUCATION: B.B.A. in Accounting from L and T State University

JOB ACQUISITION

PRIVATE EMPLOYMENT AGENCY CONTRACT

JOBS Employment Agency provides this contract to protect you and the agency. It is very important that you read all details carefully and ask for a full explanation of any portion that is not clear to you. Our agency is bonded and licensed by the Texas Department of Labor.

I hereby employ the JOBS Employment Agency to assist me in securing a position. I understand that I am to keep all information given to me regarding positions in strict confidence and agree to report the acceptance of a job and the results of the interviews to the JOBS Employment Agency. I also understand that if any position is offered me as a result of being sent by this agency, I am obligated to the agency.

Upon acceptance of the position that was secured for me by the JOBS Employment Agency, I agree to pay the fee as follows:

15% of 1st full month gross pay if pay is $99.99 or less; 20% of 1st full month gross pay if pay is $100.00-199.99; 30% of 1st full month gross pay if pay is $200.00-399.99; 40% of 1st full month gross pay if pay is $400.00-599.99; $600.00 and above--percentage of annual imcome to be agreed upon by both parties.

(This fee schedule is established by state law.)

_____I will pay the fee in full within 10 days of accepting the job.

_____I will pay in two (2) equal installments if I am paid monthly.

_____I will pay in three (3) equal installments if I am paid twice a month.

_____I will pay in six (6) equal installments if I am paid weekly.

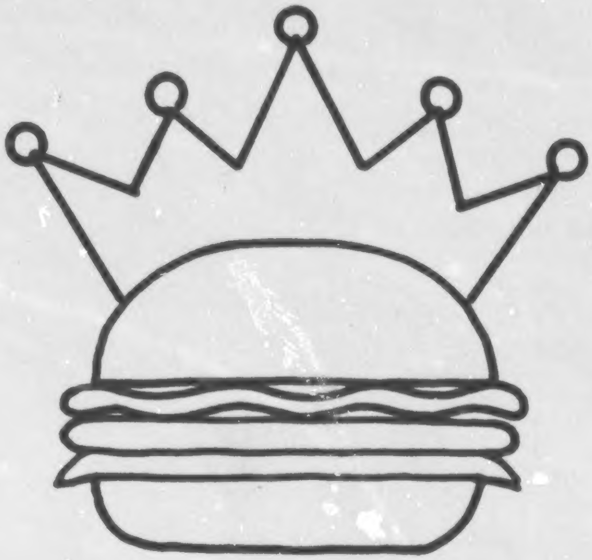
In the event this placement fee is not paid in accordance with the above, I further agree to pay reasonable attorney fees and court charges that are necessary in collecting any balance that I may owe should my payments become delinquent.

I HAVE CAREFULLY READ THE ABOVE CONTRACT AND FULLY UNDERSTAND ITS CONTENTS AND DO AGREE TO ABIDE BY ITS CONTENTS.

____
Signature

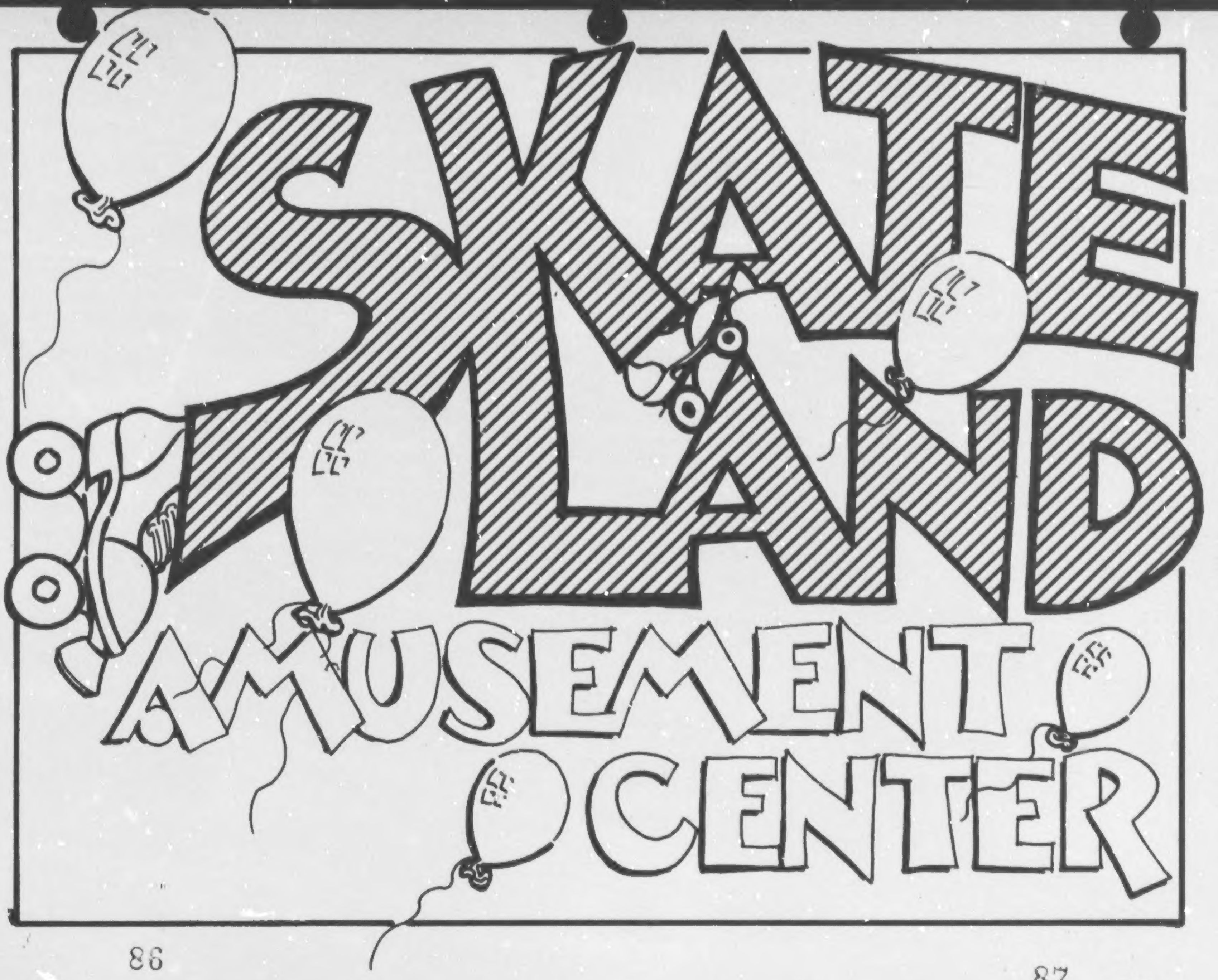
____
Date

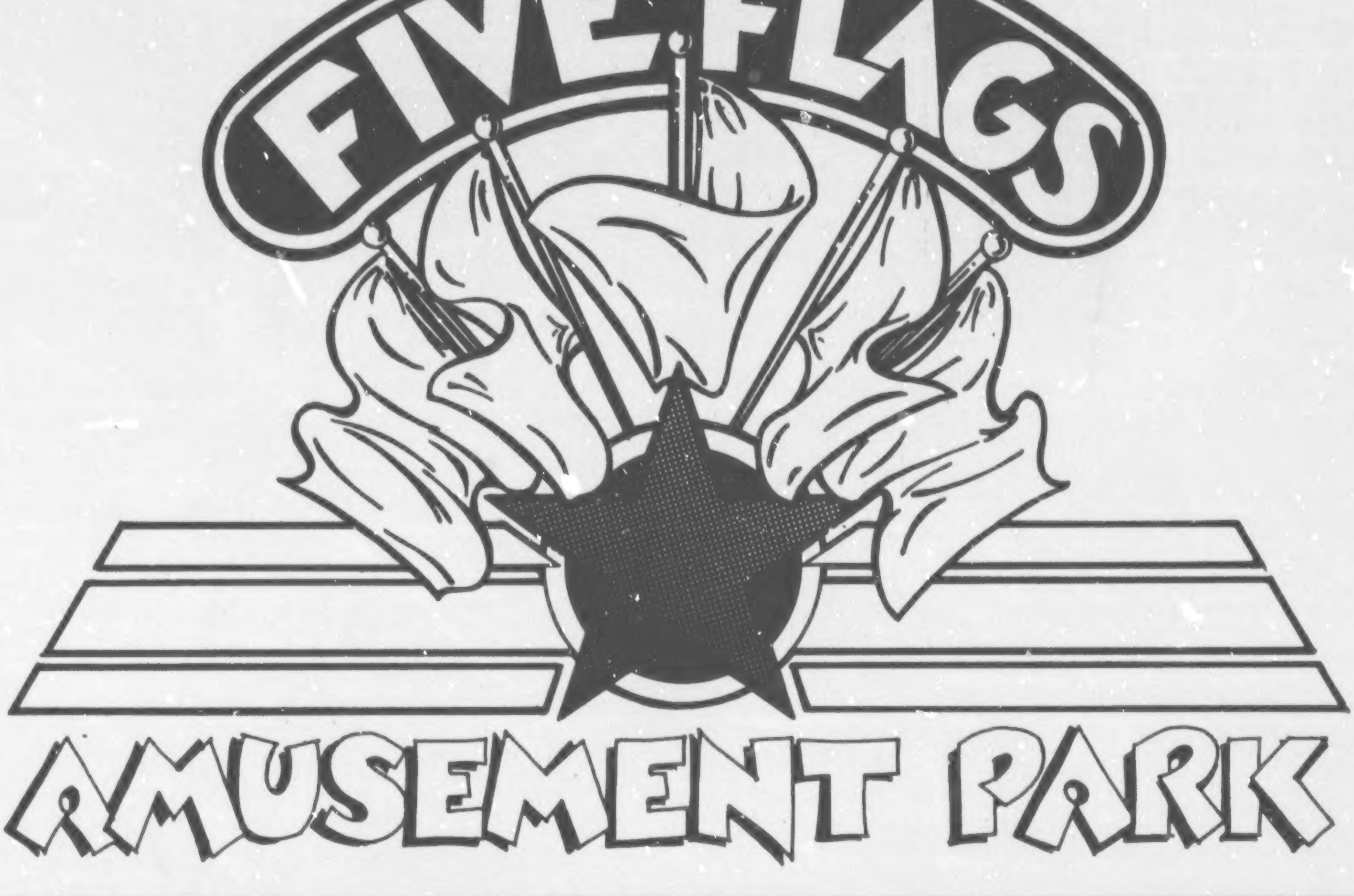
(Sample Contract)

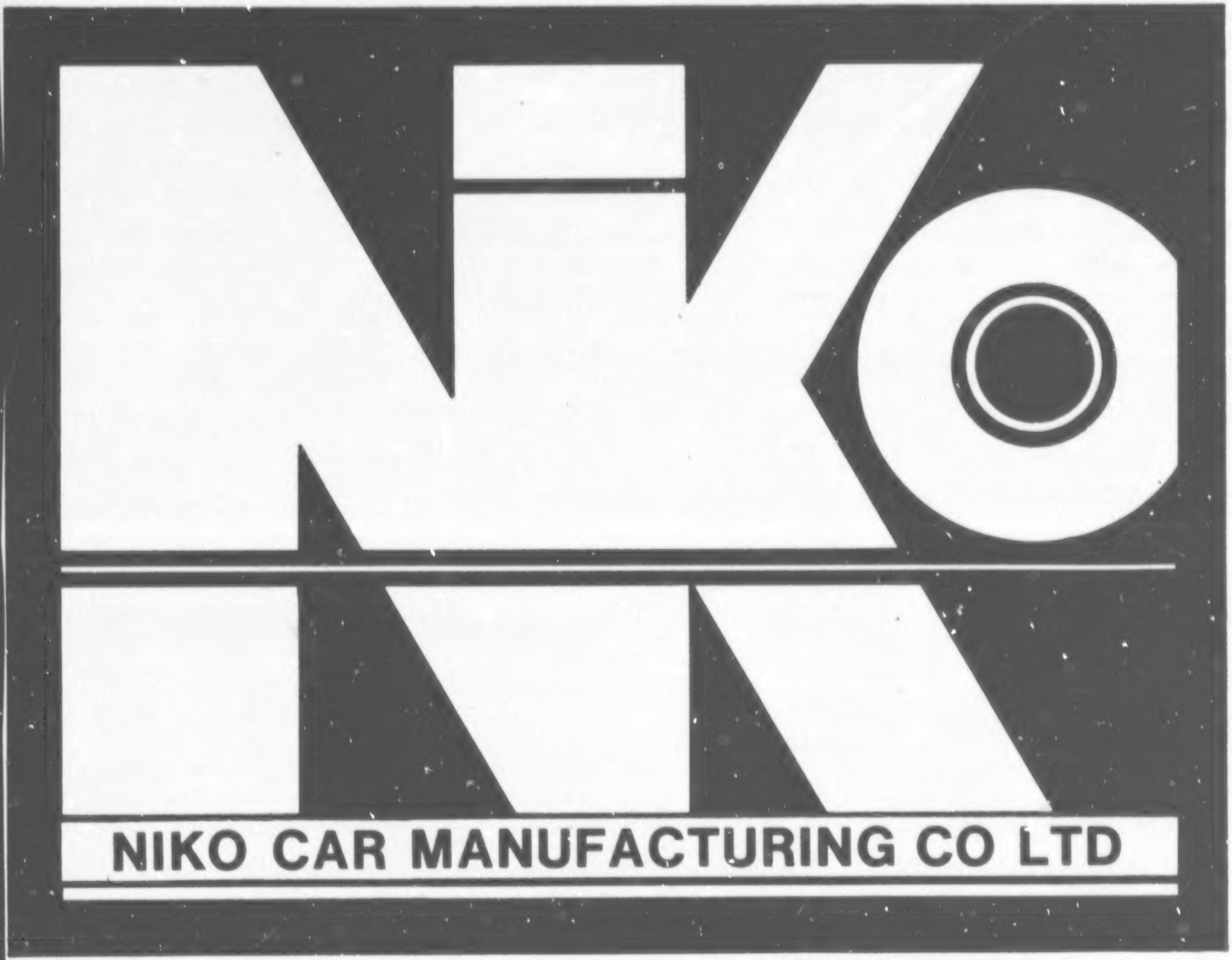


BURGER PRINCE

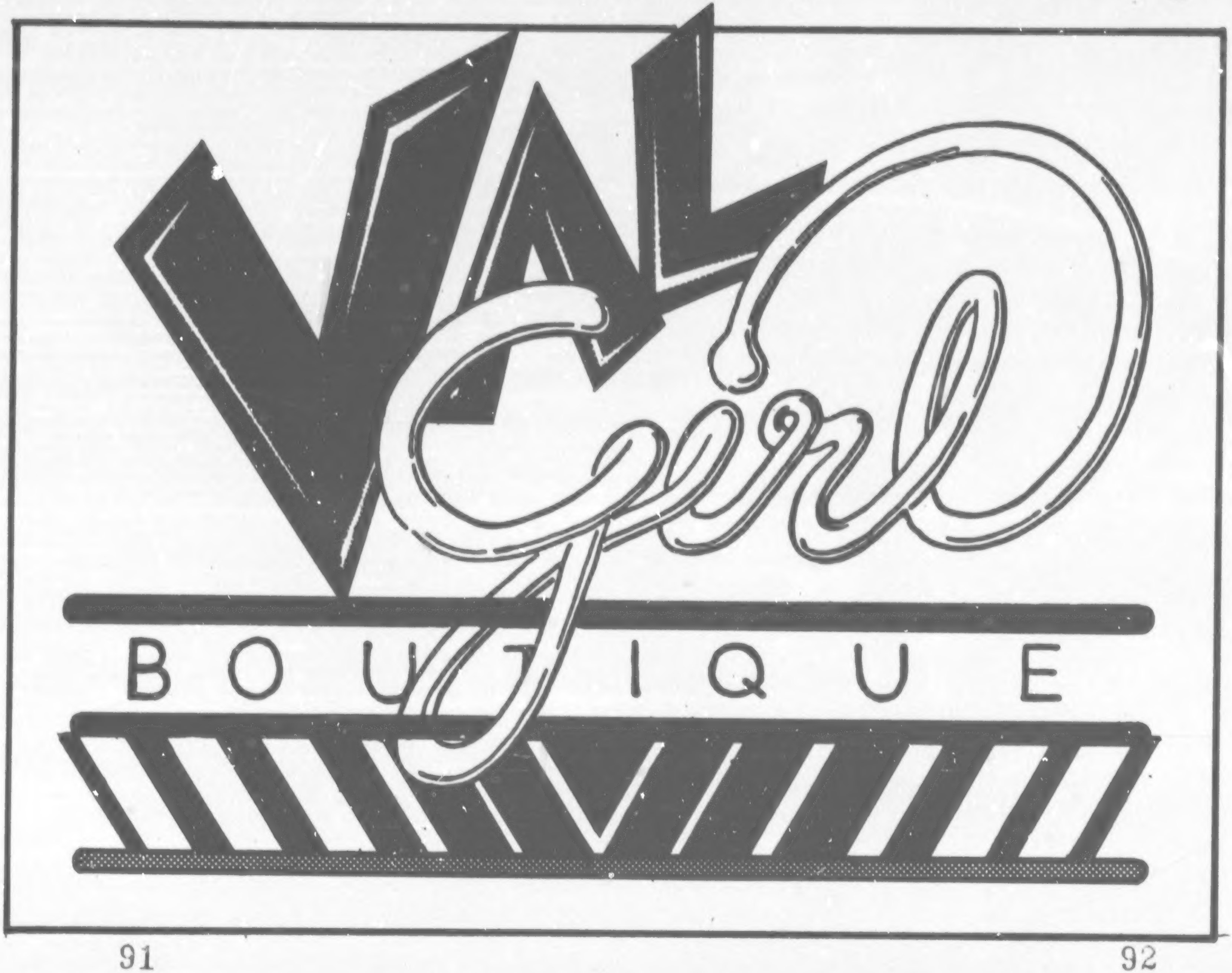
FAST FOOD


SKATE
LAND
AMUSEMENT
CENTER

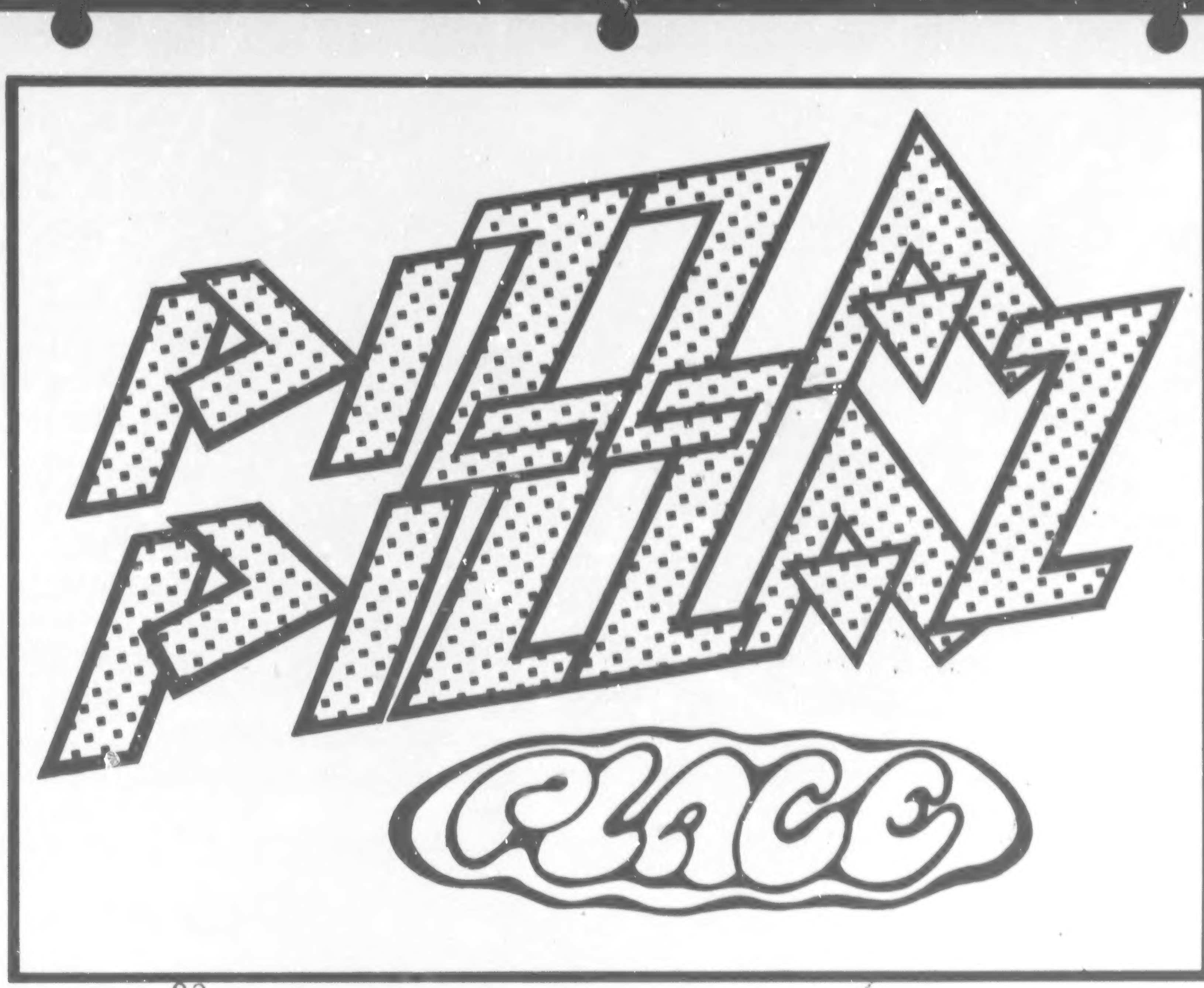

FIVE FLAGS
AMUSEMENT PARK



NIKO CAR MANUFACTURING CO LTD


VAL
Girl
BOUTIQUE

91 92



93

94

PRINTING
PRODUCTS
PAPER
PROPER

INSTRUCTION DESK

POSITION	LOCATION(S)
JANITOR	1. Burger Prince Fast Food 2. Val Girl Boutique 3. Pizza Pizzazz
COOK	1. Pizza Pizzazz 2. Burger Prince Fast Food 3. Skateland Amusement Center
PUBLIC RELATIONS DIRECTOR	1. Burger Prince Fast Foods 2. Niko Car Manufacturing Company
SALESCLERK	1. Val Girl Boutique 2. Printing Proper Paper Products, Inc.
SECRETARY	1. Val Girl Boutique 2. Five Flags Amusement Park 3. Niko Car Manufacturing Company
PURCHASING AGENT	1. Val Girl Boutique 2. Printing Proper Paper Products, Inc. 3. Niko Car Manufacturing Company
RECEPTIONIST	1. Pizza Pizzaz 2. Printing Proper Paper Products, Inc. 3. Niko Car Manufacturing Company
ACCOUNTING SUPERVISOR	1. Burger Prince Fast Food 2. Printing Proper Paper Products, Inc. 3. Five Flags Amusement Park
COMPUTER PROGRAMMER	1. Printing Proper Paper Products, Inc. 2. Five Flags Amusement Park 3. Burger Prince Fast Food
ASSEMBLY-LINE WORKER	1. Niko Car Manufacturing Company 2. Printing Proper Paper Products, Inc.
LINE-FOREMAN	1. Niko Car Manufacturing Company 2. Printing Proper Paper Products, Inc.
PERSONNEL DIRECTOR	1. Burger Prince Fast Food 2. Printing Proper Paper Products, Inc. 3. Niko Car Manufacturing Company
AMUSEMENT RIDES MANAGER	1. Five Flags Amusement Park 2. Skateland Amusement Center
LANDSCAPE SUPERVISOR	1. Five Flags Amusement Park 2. Burger Prince Fast Food 3. Skateland Amusement Cente
TYPIST	1. Five Flags Amusement Park 2. Niko Car Manufacturing Company
SKATING INSTRUCTOR	1. Skateland Amusement Center
CASHIER	1. Skateland Amusement Center 2. Pizza Pizzazz 3. Burger Prince Fast Food

PRIVATE
EMPLOYMENT
COMMISSION

POSITION	LOCATION(S)
JANITOR	1. Burger Prince Fast Food 2. Val Girl Boutique 3. Pizza Pizzazz
COOK	1. Pizza Pizzazz 2. Burger Prince Fast Food 3. Skateland Amusement Center
PUBLIC RELATIONS DIRECTOR	1. Burger Prince Fast Foods 2. Niko Car Manufacturing Company
SALESCLERK	1. Val Girl Boutique 2. Printing Proper Paper Products, Inc.
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LANDSCAPE SUPERVISOR	1. Five Flags Amusement Park 2. Burger Prince Fast Food 3. Skateland Amusement Cente
TYPIST	1. Five Flags Amusement Park 2. Niko Car Manufacturing Company
SKATING INSTRUCTOR	1. Skateland Amusement Center
CASHIER	1. Skateland Amusement Center 2. Pizza Pizzazz 3. Burger Prince Fast Food

STATE
EMPLOYMENT
COMMISSION

POSITION	LOCATION(S)
JANITOR	1. Burger Prince Fast Food 2. Val Girl Boutique 3. Pizza Pizzazz
COOK	1. Pizza Pizzazz 2. Burger Prince Fast Food 3. Skateland Amusement Center
PUBLIC RELATIONS DIRECTOR	1. Burger Prince Fast Foods 2. Niko Car Manufacturing Company
SALESCLERK	1. Val Girl Boutique 2. Printing Proper Paper Products, Inc.
SECRETARY	1. Val Girl Boutique 2. Five Flags Amusement Park 3. Niko Car Manufacturing Company
PURCHASING AGENT	1. Val Girl Boutique 2. Printing Proper Paper Products, Inc. 3. Niko Car Manufacturing Company
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LANDSCAPE SUPERVISOR	1. Five Flags Amusement Park 2. Burger Prince Fast Food 3. Skateland Amusement Cente
TYPIST	1. Five Flags Amusement Park 2. Niko Car Manufacturing Company
SKATING INSTRUCTOR	1. Skateland Amusement Center
CASHIER	1. Skateland Amusement Center 2. Pizza Pizzazz 3. Burger Prince Fast Food

JOB ACQUISITION

JOB INTERVIEW RATING FORM

Applicant's Name: ______________________________ Your Name: _________

Interviewer's Name: ______________________________ Date: ___________

Job Applying For: _______________________________________

Directions: Place a check in the box of the correct answer.

	Yes	No	Comments
1. The applicant was well groomed.			
2. The applicant was courteous and honest.			
3. The applicant was very nervous.			
4. The applicant made eye contact.			
5. The applicant interrupted the interviewer several times.			
6. The applicant answered with more than a yes or no.			
7. The applicant talked about personal problems.			
8. The applicant would not leave when the interview was over.			
9. The applicant did not mention salary until the right time.			
10. Would you hire this person? Why?			

JOB ACQUISITION

INFORMATION SHEET 10--THE FOLLOW-UP LETTER

I. Purpose of the Follow-up Letter

- A. To give thanks to the employer for the interview
- B. To express your continued interest
- C. To take the opportunity to sell yourself a little more
- D. To strengthen your possibilities of getting the job

II. Organization of the Follow-up Letter

- A. Should be typed on 8 1/2 X 11 paper
- B. Should be neat, with no grammatical errors or misspellings
- C. Should be organized in an acceptable business-letter format
- D. Should be presented in an organized manner
    1. Thank the interviewer for the chance to interview with the company.
    2. Restate the qualifications (education and/or experience) which you feel will help you get the job.
    3. Give your telephone number and the hours of the day that you may be reached in case any additional information is required of you.
    4. Close the letter in the correct way.
    5. Sign the letter.

THE FOLLOW-UP LETTER

1110 Century Drive
Sante Fe, Texas 76543

May 27, 1984

Mr. Edward Johnson
Personnel Director
Acme Incorporated
2144 Lincoln Avenue
Albuquerque, New Mexico 77682

Dear Mr. Johnson:

Thank you for the opportunity to talk with you about the job opening in the sales department.

I believe that the two years experience at Bencon Compnay in the sales department has prepared me well for the type of position you have open. Because I served as the DECA president for the last year, I feel I have gained great experience in marketing and sales.

If any additional information is necessary, I can be reached from 8:00 a.m. until 12:00 p.m. at 642-6789.

Sincerely,

Joe Jobhunter

Joe Jobhunter

JOB ACQUISITION

ACTIVITY SHEET 12--PREPARING A FOLLOW-UP LETTER

Directions: Now that you have completed your own interviews, write a follow-up letter to one of the companies that you interviewed with. You may use the name of the person conducting the interview as your contact person. The title will be Personnel Director. You may create your own address for the company, your home address, and any other information related to your qualifications. Remember this is your last time to really sell yourself, so make it neat and to the point.

JOB ACQUISITION

INFORMATION SHEET 11--WHY PEOPLE ARE NOT HIRED

I. Previous Work Experience

  A. Work was not related to the job applied for

  B. Had poor work record

II. Interest in the Specific Job

  A. Seemed uninterested when discussing job

  B. Did not ask questions about the job

  C. Seemed to want the job only to meet financial obligations

III. Recommendations from Previous Employers

  A. Did not get along with co-workers

  B. Did not get along with boss

  C. Did not do a good job

  D. Poor work habits--did not finish jobs

IV. Training Background--did not possess necessary skills for the job

V. Personal Appearance

  A. Was unable to express self clearly--poor voice, grammar, and diction

  B. Dressed sloppily

  C. Failed to maintain eye contact

VI. Manners and Mannerisms

  A. Did not thank the employer for taking the time for the interview

  B. Sat down without being asked

  C. Arrived late for the interview without a good reason

VII. Personality

  A. Lacked interest and enthusiasm

  B. Lacked confidence and poise--seemed nervous and ill at ease

  C. Lacked maturity

  D. Lacked a sense of humor

VIII. Ambitions--did not know what they wanted to do with their lives

IX. Maturity

  A. Did not see the importance of things

  B. Did not face responsibilities

  C. Blamed others for their mistakes

X. Educational Background

  A. Had a poor scholastic record

  B. Had been a discipline problem

  C. Chose courses poorly--took all the easy ones

A LETTER TO A TEENAGER

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But I hired a teenager today. You saw him. He was the one with the polished shoes and a necktie. What was so special about him? Not experience. Neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted the job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire aren't "with" a lot of things, and we have some Stone-Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one, you'd better tune to our wave length.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem and the President's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders above the rest.

Look Kid: The only time jobs grew on trees was while most of the manpower was wearing G.I's, and pulling K.P. For all the rest of history you've had to get a job like you get a girl: "Case the situation, wear a clean shirt, and try to appear reasonably willing."

Maybe the jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison, you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him. For both of our sakes, get eager, will you?

Donald E. Wood

Source: Grady Kimbrell and Ben S. Vineyard, Succeeding in the World of Work (Bloomington: McKnight Publishing Company, 1975), pp. 47-48.

JOB ACQUISITION

ACTIVITY SHEET 13--DO YOU HAVE WHAT IT TAKES?

Directions: Even though, chances are, you have not held a full-time job yet, you are developing work habits that will carry over with you when you do start a job. Read the questions below and answer them honestly to see if you have what it takes to be a good employee.

	Yes	No
A. Would you say you get along well with others--even if they are different from you or your friends?		
B. Do you get along well with your teachers?		
C. Do you get along well with your parents?		
D. Do you finish your work on time?		
E. Are your papers neat?		
F. Would you say you speak clearly?		
G. Would you say you have good manners?		
H. Can you laugh at yourself?		
I. Do you have any idea what you will be doing in the next five years?		
J. Do you take the blame for your mistakes?		
K. Do you make good grades?		
L. Do you stay out of trouble at school?		

JOB ACQUISITION

UNIT TEST--PART 1

Match the following terms with their definitions by placing the correct letter in the space at the left.

____ 1. Accurate
____ 2. Address
____ 3. Applicant
____ 4. Bondable
____ 5. Character
____ 6. Chronic
____ 7. Compensation
____ 8. Confidential
____ 9. Convicted
____10. Dependents
____11. Disability
____12. Eligible
____13. Emergency
____14. Employer
____15. Excluding
____16. Fee
____17. Felony
____18. Institution
____19. Insurance
____20. Legibly

a. one who applies for a job
b. recurring
c. secret; private
d. proved guilty
e. to not include
f. a person or business a person works for
g. coverage against a loss
h. to become a citizen
i. right to be insured
j. payment due to injury or unemployment
k. an unexpected act
l. a set amount of money
m. on the other side
n. having a choice
o. left out; usually in error
p. less serious than a felony
q. single, married, separated, or divorced
r. personality traits such as honesty
s. the last name of a woman before she is married
t. does not apply to you
u. period of time used to see if you can do the job you were hired to do
v. belonging to you

____21. Maiden name

____22. Marital status

____23. Misdemeanor

____24. Misrepresented

____25. Naturalized

____26. Not applicable

____27. Omission

____28. Optional

____29. Personal

____30. Personnel

____31. Probationary

____32. Qualified

____33. Reference

____34. Relatives

____35. Reverse side

____36. Salary

____37. Sex

____38. Signature

____39. Spouse

____40. Wage

w. people who are related to you

x. refers to being male or female

y. free from mistakes

z. the place where you receive your mail

aa. persons who rely on you for support

bb. able or worthy of being chosen

cc. a federal crime for which punishment may be death

dd. a place where you may receive formal training

ee. written in a way in which it can easily be read

ff. a group of persons belonging to an organization

gg. having the skill, training, or education to do a job

hh. the name of a person written in longhand

ii. a fixed amount of pay not directly related to the number of hours you work

jj. someone who can be asked to give an answer to questions about a person's ability to do a job

kk. amount of money earned per hour

ll. your husband or wife

mm. not able to work because of a disability

nn. to give a false or misleading statement

JOB ACQUISITION

UNIT TEST--PART 2

A. Name three of the six sources to look for employment:

1.

2.

3.

B. Answer the following statements True if the statement is correct and False if the statement is incorrect by placing a T for True or an F for False in the space at the left.

____ 1. A private employment agency does not charge a fee for locating jobs.

____ 2. Word-of-mouth is the most common source of finding a job.

____ 3. Television and radio sometimes offer excellent leads for employment.

____ 4. Employment agencies do not provide any career counseling.

____ 5. Reading the want ads in newspapers provides the best source for employment opportunities.

____ 6. Friends, relatives, and acquaintances usually know of job openings before they are advertised.

____ 7. School placement offices sometimes have job opportunity information.

____ 8. The abbreviation pt. time stands for part time.

____ 9. The abbreviation sal. open means you are willing to discuss salary at a later date.

____10. The abbreviation M-F means you are money flexible.

____11. The abbreviation refs. refers to references--people who can give an account of your ability.

____12. The abbreviation appt. refers to appointment.

JOB ACQUISITION

UNIT TEST--PART 3

Place an "X" next to the things that need to be said when applying by telephone.

____1. Give your name and tell why you are calling.

____2. Ask if you may have an interview at the employer's convenience.

____3. Give a friend's address to the employer so they can mail you an application.

____4. Find out the person's name and title who will be conducting the interview.

____5. Thank the person who gave you the information.

JOB ACQUISITION

UNIT TEST--PART 4

Place an "X" beside the following items that would be included in a letter of application.

____ 1. Your social security number

____ 2. The job for which you are applying

____ 3. Why you feel you can do the job

____ 4. How you found out about the job

____ 5. A list of references

____ 6. Your present address and phone number

____ 7. Request for an application form and/or request for an interview appointment

____ 8. Why you feel you can do the job

____ 9. Your parents' occupations

____10. Why you are interested in the job

UNIT I

JOB ACQUISITION

UNIT TEST--PART 5

Fill in the blanks by using the words listed below to complete the following sentences.

entire form
signature
policies
application forms
mother/father
resume
n/a
bold-type print

a. Although each company has its own ________________ ______________, the rules for preparation apply to any form.

b. Read the ________________ ____________________ before starting to write.

c. If the questions do not apply to you, write __________________________.

d. Having your __________________ with you will help ensure that all information is correct and complete.

e. Your _________________________ is required to ensure that you put down the correct information.

JOB ACQUISITION

UNIT TEST--PART 6

Answer the following statements True if the statement is correct and False if it is incorrect by placing a T for True or an F for False in the space at the left.

___a. The terms "resume" and "personal data sheet" basically mean the same thing.

___b. Many copies of the same resume cannot be made because each employer will request a different form.

___c. In every case, resumes should be kept to one page in length.

___d. Resumes are an easy way to update your broadening educational and work experience record.

___e. Resumes do not have to be in any logical order.

___f. Resumes should be presented in an outline form.

___g. Your parents' names and occupations should appear in the resume.

___h. Work experience and educational background should have the earliest information first and the most recent information last.

___i. You should always get permission before using people as references.

___j. Your parents are good to use as references.

JOB ACQUISITION

UNIT TEST--PART 7

Fill in the blanks by using the words listed below to complete the following sentences.

too much
pressed
company
job
resume
time

conservatively
comfortably
title
overdone
questions
date

1. Know the exact ______________, ______________, and place of the interview.
2. Know the name of the person who will be conducting the interview and his/her ______________.
3. Learn as much about the ______________ as possible.
4. Review your ______________.
5. Think through possible ______________ the interviewer might ask.
6. Think of several questions to ask about the ______________ and the ______________.
7. Dress ______________.
8. Too little jewelry is better than ______________ ______________.
9. Your clothes should be clean and ______________.
10. Makeup should not be ______________.

UNIT I

JOB ACQUISITION

UNIT TEST--PART 8

Answer the following statements True if the statement is correct and False if the statement is incorrect by placing a T for True and an F for False in the space provided at the left.

___ 1. Don't take a parent or friend with you to the interview.

___ 2. Arrive 10-15 minutes early for the interview.

___ 3. It doesn't matter if you are friendly to the receptionist; he/she is not doing the hiring.

___ 4. You should always sit down as soon as you enter an interviewer's office.

___ 5. Place personal items on the interviewer's desk so that they will be out of the way.

___ 6. Do not make eye contact; the interviewer will think you are staring.

___ 7. Answer questions with more than a yes or no.

___ 8. Give positive answers to negative questions.

___ 9. Stick around after the interview is over; you may find out something about the company you didn't know.

___10. Remember that all is not lost if you do not get the job--learn from your mistakes.

UNIT I

JOB ACQUISITION

UNIT TEST--PART 9

Place an "X" next to the questions frequently asked at an interview.

___a. What are your future career plans?

___b. What are your major weaknesses?

___c. What are your special abilities?

___d. Do you prefer working with others or by yourself?

___e. In what school activities have you participated? Why?

___f. What school courses did you like best? Why?

___g. Why do you think you would like this particular job?

___h. Are you willing to relocate?

___i. What can you do for us?

___j. What are your ideas on salary?

___k. Where have you worked before?

___l. What church do you belong to?

___m. How old were you when you were married?

___n. Do you like my office?

___o. Do you have any questions about our company?

JOB ACQUISITION

UNIT TEST--PART 10

A. List the four purposes of the follow-up letter.

1.

2.

3.

4.

B. Fill in the blanks by using the words listed below to complete the following statements.

close
neat
no
letter

help
few
hours
telephone
organized

interviewer
secretary/receptionist
social security
qualifications

1. Your follow-up letter should be _________ with _________ grammatical errors or misspellings.

2. Your follow-up letter should be __________________ in an acceptable business letter format.

3. Your follow-up letter should begin by thanking the ___ _________ for the chance to interview with the company.

4. You should restate the __________________ which you feel will _________ you get the job.

5. You should give your __________________ number and the _________ of the day that you may be reached in case any additional information is required.

6. You should _________ the letter in the correct way, and sign the __________________.

JOB ACQUISITION

UNIT TEST--PART 11

Name ten reasons why people are not hired.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

UNIT II

ON-THE-JOB RELATIONS

UNIT OBJECTIVE

After completion of this unit, the student will be able to describe those things that contribute to positive on-the-job relations. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit of instruction, the student will:

1. Define the terms associated with on-the-job relations
2. Identify reasons why positive on-the-job relations are important
3. Identify the qualities needed for positive on-the-job relations
4. Identify ways to encourage positive co-worker relationships
5. Identify ways to establish and maintain positive employer-employee relationships

UNIT II

ON-THE-JOB RELATIONS

NOTES TO THE INSTRUCTOR

I. Objective Sheet

A. Discuss the unit objective with the students.

B. Discuss each specific objective.

C. Have the students complete the objectives in a sequence best suited for your classroom.

D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Have the students read the terms and definitions.

2. Complete ACTIVITY SHEET 1--WORD FIND.

B. INFORMATION SHEET 2--GETTING ALONG

1. Invite a guest speaker to visit the class to discuss employer expectations.

2. Have the students make posters to place around the room with slogans or mottoes a good employee should follow.

3. Use TM-1--EIGHTY PERCENT OF PEOPLE WHO LOSE THEIR JOBS ARE FIRED BECAUSE OF POOR ATTITUDES TOWARD WORK AND OTHERS to promote class discussion.

4. Complete ACTIVITY SHEET 2--RELATIONSHIPS

(NOTE: The purpose of this activity is to help students realize the positive qualities they look for in others and to apply these qualities to their own behavior.)

C. INFORMATION SHEET 3--TIPS FOR GETTING ALONG

1. Discuss information.

2. Use TM-2--UNDERSTAND THAT YOUR BOSS (LIKE YOU) IS NOT PERFECT and TM-3--RECEIVING INSTRUCTIONS to promote class discussion.

3. ACTIVITY SHEET 3--GETTING ALONG WITH EMPLOYERS AND CO-WORKERS may be completed individually or in groups.

a. If completed in groups, the following suggested methods may be utilized:

(1) Roleplay chosen actions.

(2) Have groups to defend chosen actions.

b. Discuss the answers as they appear in the answer key.

4. Complete ACTIVITY SHEET 4--ROLE-PLAYING EMPLOYER/EMPLOYEE RELATIONS to reinforce the importance of empathy in on-the-job relations.

III. Answers to Activity Sheets

A. Some of the Activity Sheets will vary according to instruction and should be done individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The test is divided into three parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing

1. Give each part of the test after the student has completed the information in one Information and/or Activity Sheet.

2. Give the entire test upon completion of all the Information and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to Activities

VI. Answers to Unit Test

VII. References

A. Dressler, Gary S. Organization and Management: A Contingency Approach. Englewood Cliffs, NJ: Prentice Hall, 1976.

B. Job-Related Instruction for Cooperative Part-Time Training, Occupational Curriculum Laboratory, East Texas State University, Commerce, TX, 75428.

C. Kimbrell, Grady and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, IL.: McKnight Publishing Company, 1975.

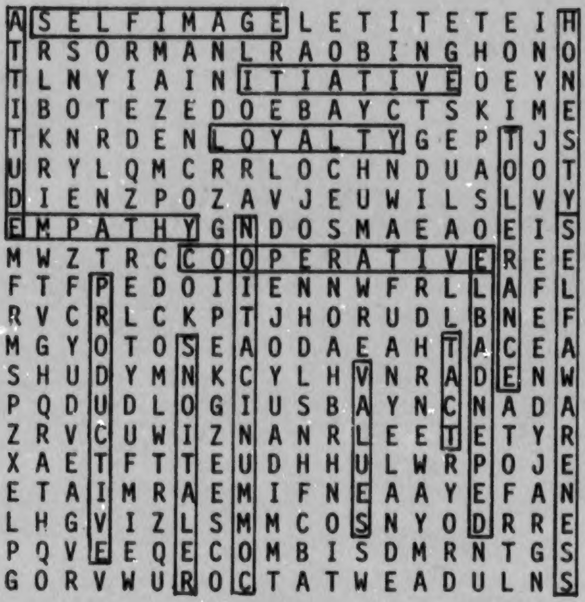
D. Monday, R. Wayne, Robert E. Holmes, and Edwin B. Flippo Management: Concepts and Practices. Boston: Allyn and Bacon, Inc., 1980.

UNIT II

ON-THE-JOB RELATIONS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



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A S E L F I M A G E L E T I T E T E I H
T R S O R M A N L R A O B I N G H O N O
T L N Y I A I N I T I A T I V E O E Y N
I B O T E Z E D O E B A Y C T S K I M E
T K N R D E N L O Y A L T Y G E P T J S
U R Y L Q M C R R L O C H N D U A O O T
D I E N Z P O Z A V J E U W I L S L V Y
E M P A T H Y G N D O S M A E A O E I S
M W Z T R C C O O P E R A T I V E R E E
F T F P E D O I I E N N W F R L L A F L
R V C R L C K P T J H O R U D L B N E F
M G Y O T O S E A O D A E A H T A C E A
S H U D Y M N K C Y L H V N R A D E N W
P Q D U D L O G I U S B A Y N C N A D A
Z R V C U W I Z N A N R L E E T E T Y R
X A E T F T T E U D H H U L W R P O J E
E T A I M R A E M I F N E A A Y E F A N
L H G V I Z L S M M C O S N Y O D R R E
P Q V E E Q E C O M B I S D M R N T G S
G O R V W U R O C T A T W E A D U L N S
```

1. Loyalty
2. Self-awareness
3. Values
4. Self-image
5. Relations
6. Productive
7. Attitude
8. Honesty
9. Initiative
10. Empathy
11. Dependable
12. Communication
13. Cooperative
14. Tolerance
15. Tact

ACTIVITY SHEET 2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

1. c
2. c
3. c
4. b
5. a
6. b
7. c
8. b

9. Both a and c are possible. However, because Cruz was hired with the understanding that he would work one Saturday every two months, explaining to the supervisor that he could not work may lead to the supervisor thinking that he is irresponsible. Answer c.

10. b

11. Although it could be argued that all answers are possible, because Randall is a new employee, "c" would be the best choice. Using "a" could cause friction between co-workers. Using "b" could label Randall as a "snitcher." Both are possibilities, however, at a later time.

12. Although Answer c would be the easiest, it is evident that reputations are at stake. Because rumors tend to be blown out of proportion, Georgette's best choice is to go directly to her supervisor before someone is deeply hurt. Calling the audit division could only shed undue suspicion on her supervisor. However, on the other hand, if the rumor is true, Georgette will find out how it affects her if she asks her supervisor.

13. Many times, co-workers will not be your best friends. Therefore, you may not know very much about their personal lives. By asking Robin if there is anything she can do to help, she is not pressuring her into confiding in her, nor is she totally ignoring the problem. Answer a.

14. b
15. c

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor.

UNIT II

ON-THE-JOB RELATIONS

ANSWERS TO UNIT TEST

PART 1

1. h
2. f
3. n
4. a
5. d
6. e
7. c
8. g
9. k
10. l
11. i
12. m
13. j
14. o
15. b

PART 2

1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. T
9. F
10. T

PART 3

A. 1. x
   2. x
   3. x
   4.
   5. x
   6. x
   7. x
   8.
   9. x
   10.

B. 1. appearance
   2. judgments
   3. unwritten
   4. weight
   5. abuse

UNIT II

ON-THE-JOB RELATIONS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

Terms and Definitions

A. Attitude--the way you feel or act

B. Communication--the exchange of ideas or messages which results in understanding between the sender and the receiver

C. Cooperative--the willingness and ability to work with others

D. Dependable--to be reliable and trustworthy; e.g., being at work on time

E. Empathy--the ability to see and feel things from another person's point of view

F. Honesty--not cheating or stealing; telling the truth

G. On-the-job relations--the relationship between co-workers and supervisors

H. Initiative--being a self-starter, finding work that needs to be done and doing it without waiting to be told

I. Loyalty--being true to someone or something

J. Productive--producing your fair share

K. Self-awareness--how well you know yourself

L. Self-Image--how you feel about yourself

M. Tact--a sense of knowing what to say or do in order to maintain good relations with others and to avoid offense

N. Tolerance--the ability to endure mannerisms, habits, or irritations from another person that may be bothersome

O. Values--your personal beliefs as to what is good or bad, right or wrong

ON-THE-JOB RELATIONS

ACTIVITY SHEET 1--WORD FIND

Directions: Complete the sentence by choosing one of the following words and then locate the word in the word find by drawing a line through the word.

Attitude
Communication
Cooperative
Dependable
Empathy
Honesty
Values
Relations

Initiative
Loyalty
Productive
Self-Awareness
Self-Image
Tact
Tolerance

```
A S E L F I M A G E L E T I T E T E I H
T R S O R M A N L R A O B I N G H O N O
T L N Y I A I N I T I A T I V E O E Y N
I B O T E Z E D O E B A Y C T S K I M E
T K N R D E N L O Y A L T Y G E P T J S
U R Y L Q M C R R L O C H N D U A O O T
D I E N Z P O Z A V J E U W I L S L V Y
E M P A T H Y G N D O S M A E A O E I S
M W Z T R C C O O P E R A T I V E R E E
F T F P E D O I I E N N W F R L L A F L
R V C R L C K P T J H O R U D L B N E F
M G Y O T O S E A G D A E A H T A C E A
S H U D Y M N K C Y L H V N R A D E N W
P Q D U D L O G I U S B A Y N C N A D A
Z R V C U W I Z N A N R L E E T E T Y R
X A E T F T T E U D H H U L W R P O J E
E T A I M R A E M I F N E A A Y E F A N
L H G V I Z L S M M C O S N Y O D R R E
P Q V E E Q E C O M B I S D M R N T G S
G O R V W U R O C T A T W E A D U L N S
```

1. Being true to someone or something is _______________.
2. How well you know yourself is _______________.
3. Your personal beliefs as to what is good or bad, right or wrong are _______________.
4. How you feel about yourself is _______________.
5. The relationship between co-workers and supervisors is _______________.
6. Producing your fair share means you are _______________.
7. The way you feel or act is known as _______________.

8. Not cheating or stealing; telling the truth is ______________.

9. Being a self-starter shows you have ______________.

10. The ability to see and feel things from another person's point of view is ______________.

11. To be reliable and trustworthy means you are ______________.

12. The exchange of ideas or messages which results in understanding between the sender and receiver is ______________.

13. The willingness and ability to work with others means you are ______________.

14. The ability to endure mannerisms, habits, or irritations of others is ______________.

15. A sense of knowing what to do or say in order to maintain good relations with others is ______________.

UNIT II

ON-THE-JOB RELATIONS

INFORMATION SHEET 2--GETTING ALONG

I. Importance of Positive On-the-Job Relations

- A. Working well with others is a key to job success.
- B. A large portion of a worker's time is spent with co-workers and supervisors.
- C. Studies have shown that almost 80 percent of people who lose their jobs are fired because of poor attitudes toward work and people.

II. Know Yourself

- A. Self-awareness--The first step to understanding and accepting other people is knowing and accepting yourself. The following items can help you discover more about yourself.
  - 1. Values
    - a. What is important to you?
    - b. What is right or wrong?
    - c. What is good or bad?
  - 2. Strengths and weaknesses
    - a. What are your good and bad points?
    - b. What skills do you have?
    - c. What personal traits are likeable and which traits need improvement?
  - 3. Self-image
    - a. You may feel differently about yourself at times, depending on the situation.
    - b. Your self-image is greatly influenced by how other people react toward you.
- B. Communication--The way you communicate with others is important for positive on-the-job relations.
  - 1. Verbal communication
    - a. Do people understand what you mean when you speak or write?
    - b. Is the tone of your voice positive and pleasing?

    2. Nonverbal communication--Do your physical gestures and facial expressions support what you say?

  C. Empathy

    1. Do you listen to what the other person is saying?

    2. Do you try to see things from another person's point of view?

II. Applying On-The-Job Relations Skills

  A. Employees who work well with their employers and co-workers are happier and more productive.

  B. Co-workers are not always those whom you would choose as friends.

    1. Their values may differ from yours.

    2. You may not like their lifestyles or personalities.

  C. Even though you may not like your co-workers, you were hired to do a good job--learn to get along!

  D. Respect your co-workers' rights to be different.

  E. On-the-job relations skills are helpful when emergencies (such as absentees or rush orders) put excess demands on employees.

    1. Be willing to perform extra duties when necessary.

    2. Show initiative. Start work assignments you know must be done without waiting to be instructed to do so. Keep busy.

III. What Employers Expect of Employees

  A. Cooperation

    1. Get along with co-workers.

    2. Be friendly and respectful.

  B. Ability to follow directions

  C. Honesty

  D. Enthusiasm

  E. Initiative

  F. Dependability

IV. What Employees Expect of Employers

  A. To be paid regularly for work

  B. Safe working conditions

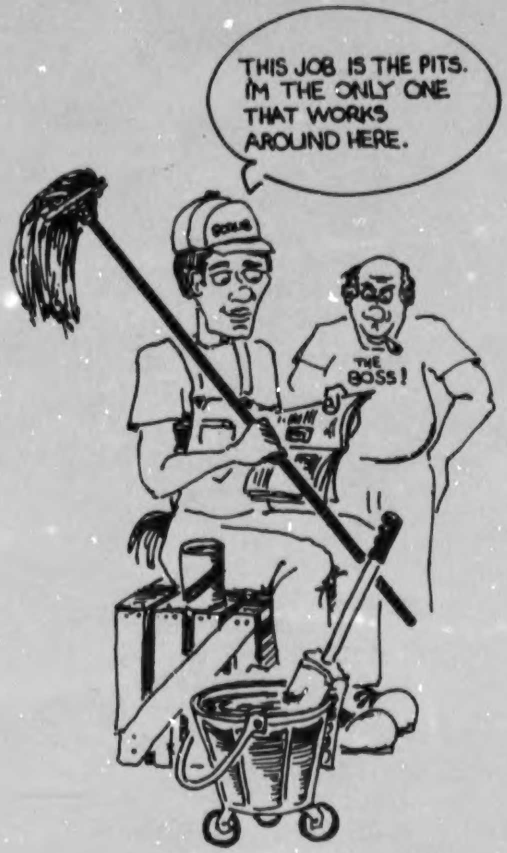
  C. Training and instructions

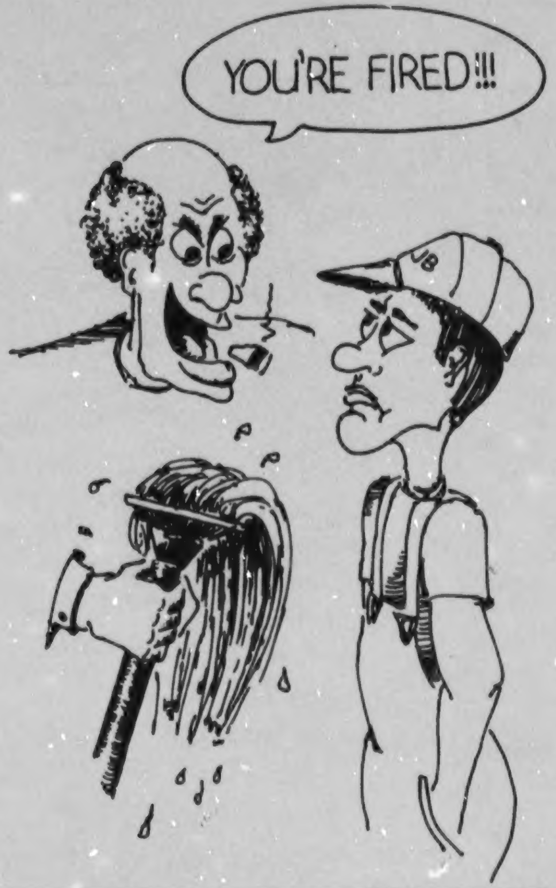
D. Fair treatment--policies and rules should apply equally to all employees

E. Evaluation of work

F. Fringe benefits--to make work more pleasant and rewarding

EIGHTY PERCENT OF THE PEOPLE WHO LOSE THEIR JOBS ARE FIRED BECAUSE OF POOR ATTITUDES TOWARD WORK AND OTHERS


THIS JOB IS THE PITS. I'M THE ONLY ONE THAT WORKS AROUND HERE.
THE BOSS!


YOU'RE FIRED!!!
JB

TM-1

177

ON-THE-JOB RELATIONS

ACTIVITY SHEET 2--RELATIONSHIPS

When you enter a new school, a new city, or a new job, you will find some type of social structure. There are groups of friends, as well as some loners. Some people are born leaders and some are followers. While some people are friendly and outgoing, others are quiet and a little harder to get to know.

Where will you fit in?

What qualities do you like in people? Rate the following qualities by placing a " ✓" in the column you feel it best fits.

	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1. Good-looking	____	____	____
2. Helpful	____	____	____
3. Funny	____	____	____
4. Energetic	____	____	____
5. Polite	____	____	____
6. Empathetic	____	____	____
7. Popular with others	____	____	____
8. Smart	____	____	____
9. Independent	____	____	____
10. Interesting	____	____	____

Of those items that are checked as VERY IMPORTANT and IMPORTANT, which are like your own characteristics?

Would you say that the qualities you look for in others can also be found within you?

ON-THE-JOB RELATIONS

INFORMATION SHEET 3--TIPS FOR GETTING ALONG

I. Tips for Getting Along with Your Boss

A. Give "a day's work for a day's pay."

B. Show interest in the job--learn more about it on your own.

C. Don't do something that could get the boss, or you, in trouble.

D. Understand that your boss (like you) is not perfect.

E. Always go to your boss with a complaint, not to his/her boss.

F. Talk to your boss about any gripes that are really bothering you.

G. Be friendly to your boss, but without "buttering up."

H. Choose the right time to talk to, and be friendly with, your boss.

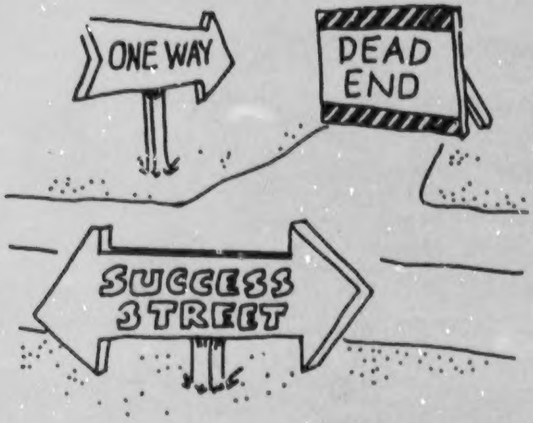
I. Keep your mind on your work; leave personal affairs at home.

J. Follow the boss's instructions carefully, and ask if you don't understand what to do.

K. Be on the job when you say you will.

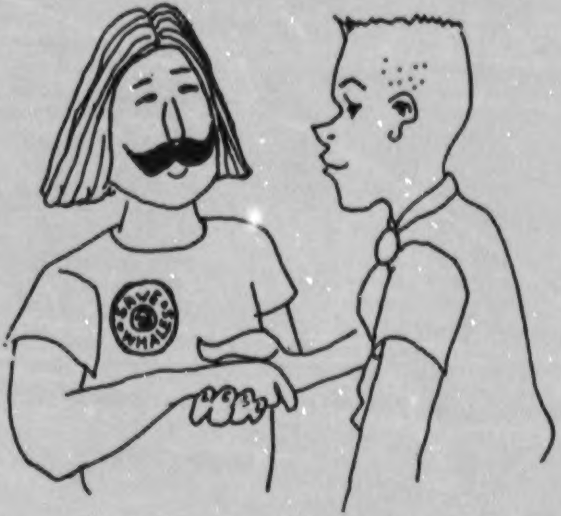
L. Be loyal to your boss, and your loyalty will be appreciated.

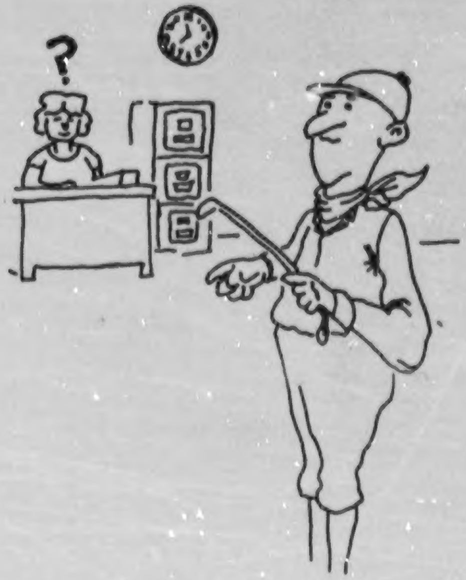
II. Hints for Getting Along with Other Employees



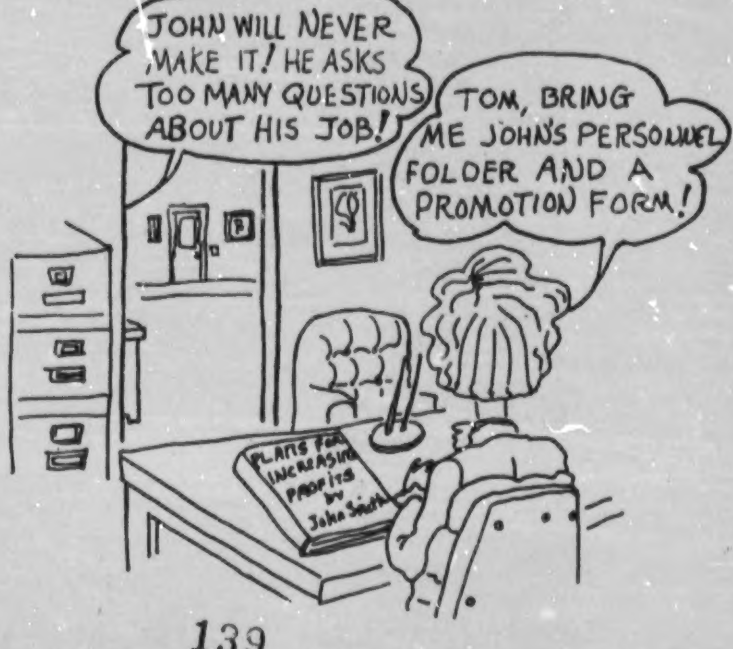
Getting along is a two-way street. If you do not like other employees, then they probably do not like you. If you will not accept others, then they will not accept you.

People have different lifestyles, at home and at work. Lifestyles include the many ways of thinking, acting, talking, dressing, eating, and so forth. If you want to be respected as a person, then you must accept others as unique, worthwhile individuals.


SAVE WHALES

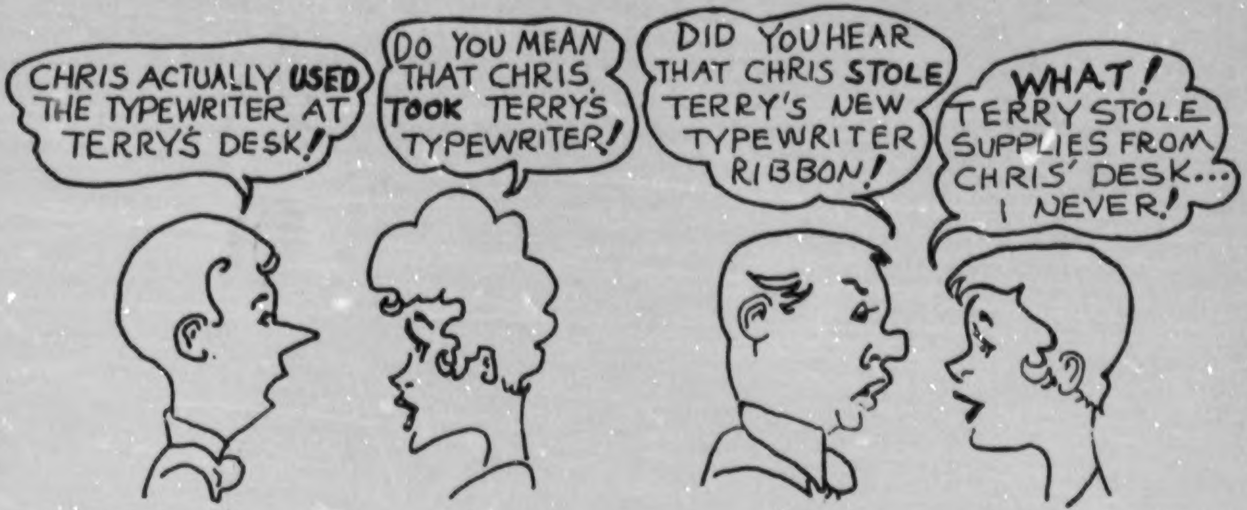


Most people form impressions about others based on their appearance. An impression is what one thinks or guesses about another person. A person's appearance on the job shouldn't be too dressy or too casual. If you dress like you are ready to ride horses, then people will wonder why your're not at the stables.

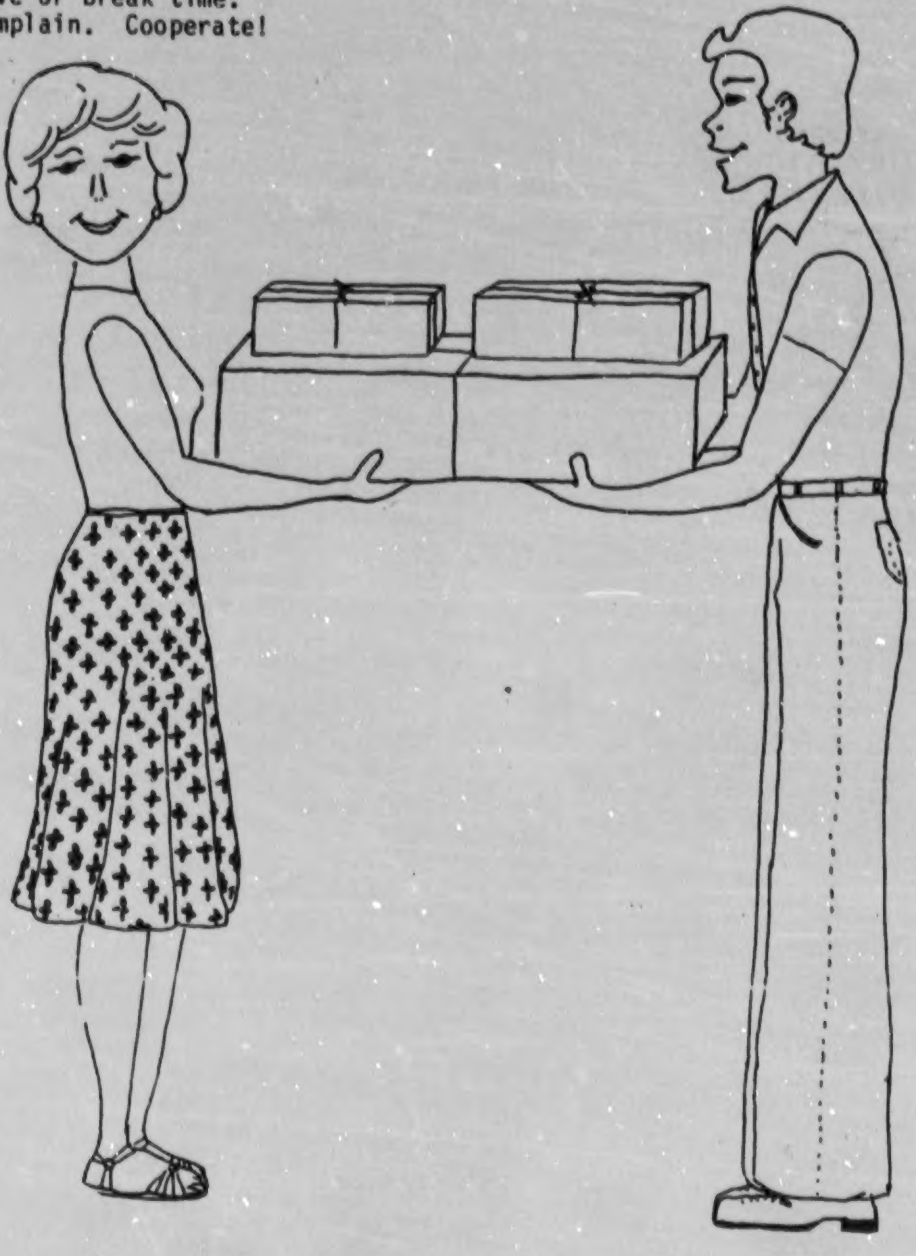

JOHN WILL NEVER MAKE IT! HE ASKS TOO MANY QUESTIONS ABOUT HIS JOB!
TOM, BRING ME JOHN'S PERSONNEL FOLDER AND A PROMOTION FORM!
PLANS FOR INCREASING PROFITS by John Smith

Making judgments about a person without first learning about the individual leads to embarrassment and bad feelings. Try to get the "facts" about a person rather than making a guess based on appearances or gossip.

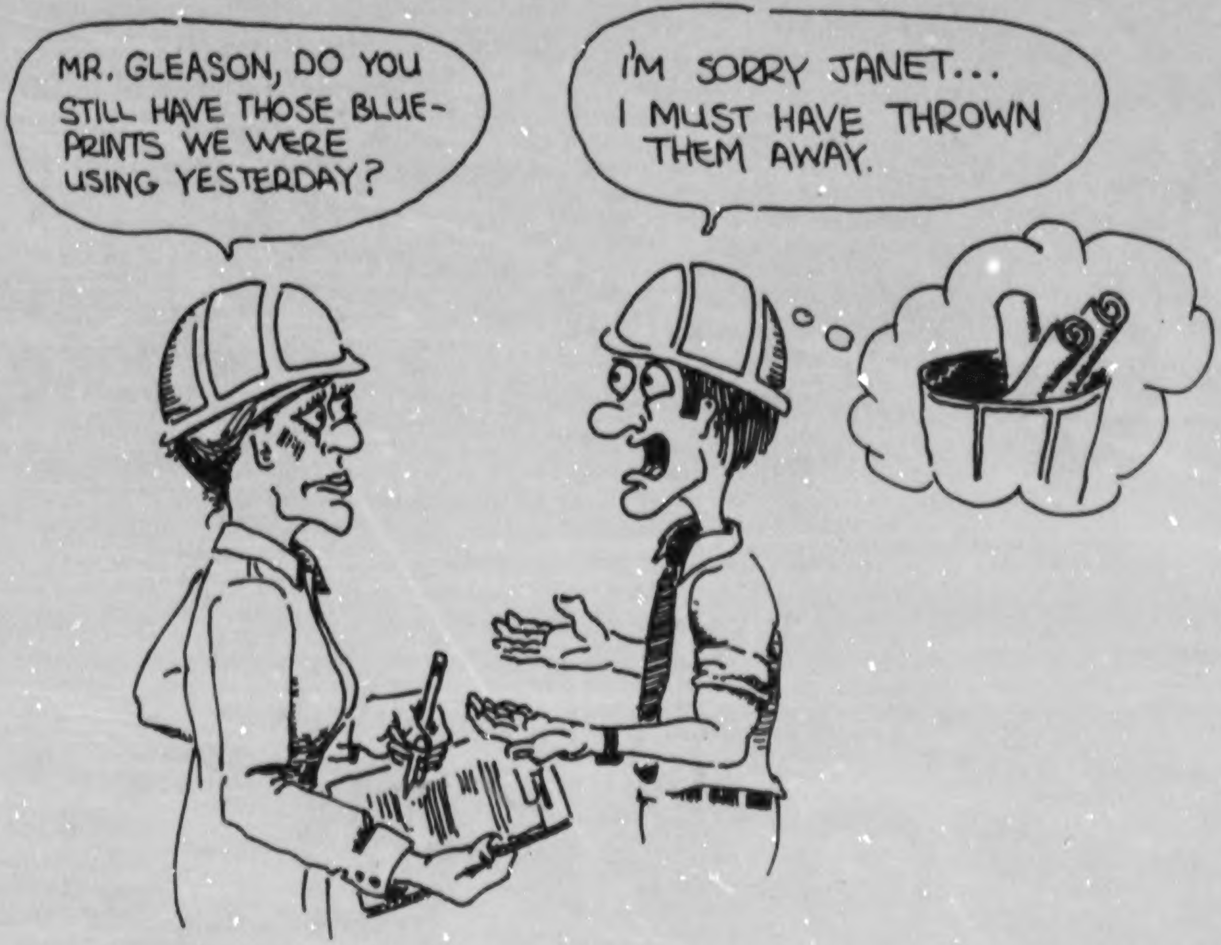
Understand the unwritten laws around the office. For example, some workers have seniority and special areas or "territories" that they have come to "own" over the years. Also, don't get involved in the office gossip that forms the informal conversation network in some offices.


CHRIS ACTUALLY USED THE TYPEWRITER AT TERRY'S DESK!
DO YOU MEAN THAT CHRIS TOOK TERRY'S TYPEWRITER!
DID YOU HEAR THAT CHRIS STOLE TERRY'S NEW TYPEWRITER RIBBON!
WHAT! TERRY STOLE SUPPLIES FROM CHRIS' DESK... I NEVER!

Carry your own weight in the company. Do your job as well as possible. Don't abuse sick leave or break time. Don't complain. Cooperate!



UNDERSTAND THAT YOUR BOSS (LIKE YOU) IS NOT PERFECT


MR. GLEASON, DO YOU STILL HAVE THOSE BLUEPRINTS WE WERE USING YESTERDAY?
I'M SORRY JANET... I MUST HAVE THROWN THEM AWAY.

TM-2

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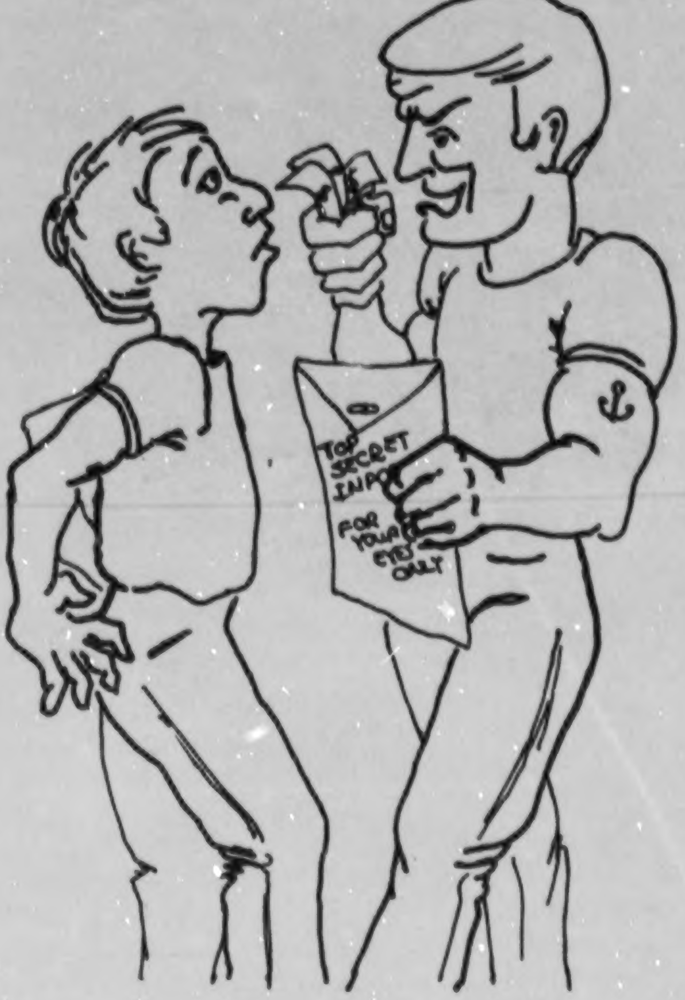
RECEIVING INSTRUCTIONS


TOP
SECRET
INFO
FOR
YOUR
EYES
ONLY

- WORKERS MAY RECEIVE INSTRUCTIONS THEY BELIEVE ARE MORALLY WRONG.

- DON'T DO SOMETHING THAT COULD GET YOU OR YOUR BOSS IN TROUBLE!

ON-THE-JOB RELATIONS

ACTIVITY SHEET 3--GETTING ALONG WITH EMPLOYERS AND CO-WORKERS

Directions: In the following examples, check the action you think will be best.

1. Tommy has worked at Big Two Manufacturing Company for two days. On the second day, some of the other workers go out to lunch together. They don't ask Tommy to join them. Tommy should:

_____ a. ask his boss what he is doing wrong

_____ b. be mad and hurt that he wasn't invited

_____ c. realize that after he has been there longer he will probably be included in the company

2. It is Barbara's first day on the job at Stebson Hat Factory. She is very anxious to make friends. She should:

_____ a. spend the first day "chatting" with her co-workers

_____ b. find out all she can about each co-worker

_____ c. relax and let friendships develop

3. Jose is very good at writing accounting programs to be used with the company's new computer. Tracey, on the other hand, is having trouble. Tracey must have a program written by the end of the week. Jose should:

_____ a. not try to help her

_____ b. do the program himself and let everyone know he did

_____ c. work with Tracey to see where she is having trouble

4. Maria works at Skateland. Lately, her friend Jean who also works there, has been arriving late and leaving early. Maria must "cover" for Jean when this happens. Maria should:

_____ a. inform the manager of the problem

_____ b. talk to Jean and explain her feelings and that if it continues, she will report it to the manager

_____ c. keep "covering" for Jean

5. Chris, the accountant, is handicapped. Sharron, a fellow employee, should:

_____ a. treat Chris as she would everyone else

_____ b. go out of her way to be especially nice

_____ c. avoid Chris so that she will not feel uncomfortable

6. Tammie does not like Franklin, yet she has been assigned to work with him on a project. Tammie should:

_____ a. refuse to work on the project

_____ b. work with him even though she may not like him

_____ c. quit her job

7. Several people in Humberto's office are writing a letter against the office manager and are planning to deliver it to the head of the company. They ask Humberto to sign the letter. Humberto should:

_____ a. sign it since he too doesn't like the way the office is managed

_____ b. tell them that he doesn't like the way the office is managed but that he will not sign the letter

_____ c. ask if they have spoken to the office manager and, if not, encourage them to do so

8. Dorothy has been offered a job for which she is not qualified. She should:

_____ a. admit that she is not qualified and refuse the job

_____ b. admit that she is not qualified but offer to learn on the job

_____ c. not say anything and see if she can do it

9. When Cruz accepted his new job, he understood that he would be expected to work one Saturday every two months. Next Saturday is his day to work, but Cruz had forgotten this and has made special plans for Saturday. Cruz should:

_____ a. explain to his supervisor that he cannot work Saturday

_____ b. not give an explanation, and just not show up Saturday

_____ c. change his plans and be at work on Saturday

10. Brandy has been working for Large Office Supply for the last 13 years in the typing pool. There is a new job opening for an administrative assistant to the president. Brandy's supervisor has not mentioned the position to her. Brandy should:

_____ a. assume that because her supervisor has not mentioned the position to her, she would not recommend her

_____ b. talk with the supervisor about the requirements for the administrative assistant position and express her interest in the position

_____ c. threaten to quit if she does not receive the job

11. Randall is a new employee at Big Brass Company. The other employees have a habit of running down Randall's boss when his boss is not around. Randall should:

_____ a. tell the employees that they should not be talking about his boss around him

_____ b. tell his boss what they are saying

_____ c. listen to their remarks, but not comment

12. There is a rumor in Georgette's department that her supervisor and some of her co-workers are involved in taking money from the company. Georgette should:

_____ a. explain to her supervisor about the rumor and ask if it is the truth

_____ b. call the audit division to see if it is the truth

_____ c. do nothing and see what happens

13. Judy arrived at work early one morning to find Robin extremely upset. Judy should:

_____ a. ask Robin if there is anything that she could do

_____ b. ask Robin to tell her what is wrong so that she can help her

_____ c. ignore Robin as if there was nothing wrong

14. Paul wanted the manager's job; however, the company brought in someone from the outside to fill the position. Paul should:

_____ a. quit! He should realize that they will not promote him; therefore, there is no chance for advancement

_____ b. talk to his immediate supervisor about his qualifications and chance for advancement

_____ c. spread rumors about the new manager so he will leave

15. Diane is the new supervisor over the assembly line at Shamroad Manufacturing Company. She has found that since she was promoted, very few of her friends talk to her at work or after working hours. What should Diane do?

_____ a. ask to have her old job back in hopes that her friends will talk to her

_____ b. tell all those not talking to her that she is going to issue them a written reprimand for lack of respect

_____ c. realize that jealousy is a very strong emotion and that usually with some time, people realize that it solves nothing

ON-THE-JOB RELATIONS

ACTIVITY SHEET 4--ROLE-PLAYING EMPLOYER/EMPLOYEE RELATIONS

Directions: Two students are needed for this activity. One will role-play the company supervisor; the other will role-play the employee. Each "actor/actress" is to be very expressive. The time allowed for role-playing should be limited to five minutes.

Role of Supervisor

You are the supervisor of the production department. You must discipline an employee who has been absent five times in the last two weeks. The employee didn't call in on any of the occasions. The employee has been known to leave early without permission. Of course, this behavior is unacceptable. How will you deal with this employee? What will you say?

Role of Employee

You have three small children to support, and you are doing it alone. Your children have been sick for several days in the last two weeks. On several occasions, you have received a call from the day care center to pick up your children as soon as possible. You, of course, are very nervous when talking to the supervisor.

After each actor/actress has role-played a part, have them switch roles.

Ask the two students how they felt when they were the employee? The supervisor?

Divide the class into groups. Each group is to write a script in which the supervisor and employee discuss the problem and come to a solution. Choose two people from each group to role-play the new script for the class.

Discuss how important it is to look at both sides of the problem, rather than just looking at how the problem affects one side. The idea of seeing another person's point of view is called empathy.

UNIT II

ON-THE-JOB RELATIONS

UNIT TEST--PART 1

Match the terms related to on-the-job relations to their definitions by placing the letter in the space at the left.

_____ 1. Attitude

_____ 2. Tact

_____ 3. Initiative

_____ 4. Tolerance

_____ 5. Self-awareness

_____ 6. Values

_____ 7. Honesty

_____ 8. Loyalty

_____ 9. Self-image

_____ 10. Cooperative

_____ 11. Communication

_____ 12. Dependable

_____ 13. Empathy

_____ 14. On-the-job relations

_____ 15. Productive

a. the ability to endure mannerisms, habits, and irritations that may bother you

b. producing your fair share

c. not cheating or stealing; telling the truth

d. how well you know yourself

e. your personal beliefs as to what is good or bad, right or wrong

f. a sense of knowing what to say or do in order to maintain good relations with others and to avoid offense

g. being true to someone or something

h. the way you feel or act

i. the exchange of ideas or messages which results in understanding between the sender and the receiver

j. the ability to see and feel things from another person's point of view

k. how you feel about yourself

l. the willingness and ability to work with others

m. to be reliable and trustworthy

n. being a self-starter, seeking work that needs to be done, and doing it without waiting to be told

o. the relationship between co-workers and supervisors

ON-THE-JOB RELATIONS

UNIT TEST--PART 2

Answer the following questions True if the statement is correct, and False if the statement is incorrect by placing a T for True or an F for False in the space at the left.

_____ 1. The first step to understanding and accepting other people is knowing and accepting yourself.

_____ 2. The way you communicate with others is important for positive on-the-job relations.

_____ 3. Empathy is not important to positive on-the-job relations.

_____ 4. On-the-job relations skills are helpful, expecially when emergencies occur within the business.

_____ 5. A large portion of a worker's time is spent with co-workers and supervisors.

_____ 6. Less than 20 percent of people who lose their jobs are fired because of poor attitudes toward work and other people.

_____ 7. Employers expect their employees to only follow directions.

_____ 8. Employees expect employers to pay them regularly.

_____ 9. Employees should not expect to be evaluated; they know if they are doing a good job.

_____ 10. Employees who work well with their employers and co-workers are happier and more productive.

UNIT II

ON-THE-JOB RELATIONS

UNIT TEST--PART 3

TEST

A. Place an "X" beside the items listed below that are tips for getting along with your boss.

_____ 1. Show interest in the job--learn more about it on your own.

_____ 2. Be friendly to your boss, but without "buttering up."

_____ 3. Be on the job when you say you will.

_____ 4. Talk to his/her boss about problems you are having.

_____ 5. Keep your mind on your work--leave personal affairs at home.

_____ 6. Understand that your boss (like you) is not perfect.

_____ 7. Give "a day's work for a day's pay."

_____ 8. Talk to your boss at any time you feel there is a need.

_____ 9. Follow the boss's instructions carefully.

_____ 10. Explain to the boss that you would like to have his/her job in the near future.

B. Using the following words, fill in the blanks of each sentence using the correct word.

appearance
fun
judgments
performance
abuse
use
weight
unwritten

1. Most people form impressions about others based on their _________.

2. Making _________ about a person without first learning about the individual leads to embarrassment and bad feelings.

3. Understand the _________ laws around the office.

4. Carry your own ______ in the company.

5. Don't _____ sick leave or break time.

UNIT III

COMMUNICATIONS

UNIT OBJECTIVE

After completing this unit, the student will be able to identify concepts and skills necessary for effective communications. The student will also identify characteristics and responsibilities of effective group members. This knowledge will be evidenced by demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Match terms associated with communication to their correct definitions
2. Identify communication skills and ways to improve them
3. Describe the importance of giving and receiving instructions and the importance of feedback in clarifying instructions
4. Identify successful roles in working in small groups
5. Identify negative roles for working in small groups
6. Identify steps for composing written communications
7. Demonstrate how to write a business letter correctly
8. Identify misspelled words that are frequently found in written communications
9. Identify the importance of nonverbal communication
10. Identify how perception, selection, and self-concept can cause breakdown in communications
11. Identify and describe the importance of listening and how it can relate to success on the job

UNIT III

COMMUNICATIONS

NOTES TO THE INSTRUCTOR

I. Objective Sheet

  A. Discuss the unit objective with the students.

  B. Discuss each specific objective with the students.

  C. Have the students complete the objectives in a sequence best suited to your classroom.

  D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

  A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

    1. Go over words with students in class.

    2. Use ACTIVITY SHEET 1--LEARNING COMMUNICATION TERMS to reinforce this area of instruction.

  B. INFORMATION SHEET 2--THE COMMUNICATION PROCESS

    1. Go over information sheet with students.

    2. Use TM-1--FOUR ELEMENTS OF COMMUNICATION to promote class discussion.

    3. Use ACTIVITY SHEET 2--SCORING COMMUNICATION SKILLS as both a pretest and appraisal instrument.

    4. Instruct students to keep ACTIVITY SHEET 2 until the unit has been completed.

  C. INFORMATION SHEET 3--ORAL COMMUNICATION

    1. Read Information Sheet in class. Students should be selected to read orally.

    2. Use TM-2--IT'S O.K. TO BE NERVOUS to promote class discussion on public speaking.

    3. Use the following Activity Sheets to reinforce this area of instruction.

      a. ACTIVITY SHEET 3--FOLLOWING INSTRUCTIONS--Students may answer the five questions orally or write the answers on the sheet.

      b. ACTIVITY SHEET 4--WORKING IN SMALL GROUPS

        (1) Copy coded stanzas to be used in activity.

(2) Cut out grouped stanzas.

(3) Have prize or privilege to use as a reward.

c. ACTIVITY SHEET 5--THE ROLES PEOPLE PLAY

(1) Instruct students not to put their names on their papers.

(2) Have students turn in Activity Sheets to you.

(3) Cut each student's column out to be returned to them for feedback.

(4) Each student should receive the same number of slips of paper as members are in the group.

(5) Have students to describe ways they can improve negative roles.

D. INFORMATION SHEET 4--WRITTEN COMMUNICATIONS

1. Use TM-3--LETTER SAMPLE to promote class discussion.

2. Use ACTIVITY SHEET 6--WRITING A LETTER to reinforce this area of instruction.

3. ACTIVITY SHEET 7--CAN YOU FIND THE CORRECT WORDS? will allow students to apply spelling skills to communications.

E. INFORMATION SHEET 5--COMMUNICATING WITHOUT WORDS

1. Use TM-4--WHAT ARE THEY REALLY SAYING? to reinforce instruction.

2. ACTIVITY SHEET 8--UNDERSTANDING NONVERBAL COMMUNICATION will reinforce how communications can exist without verbal exchange.

3. Have students discuss why workers need to be able to recognize and interpret body language.

F. INFORMATION SHEET 6--BREAKDOWNS IN COMMUNICATION

1. Use TM-5--WHAT DO YOU SEE? to reinforce how perception can influence communications.

   a. In the transparency, students will see either an old woman or a young woman. (Look for the dark line between the fur. The dark line will be the choker for the young woman and the mouth of the old woman).

   b. Ask students what they saw.

   c. Tally the responses.

   d. Point out how each woman can be seen.

2. ACTIVITY SHEET 9--EXPERIENCES AFFECT PERCEPTION

a. Discuss how past events in people's lives can influence how they perceive things.

b. Have students share information on their perceptions.

3. ACTIVITY SHEET 10--THE ART OF LISTENING reinforces the importance of listening styles to communicating information successfully.

4. ACTIVITY SHEET 11--DO YOU REALLY LISTEN?--UNDERSTANDING VERBAL INFORMATION and ACTIVITY SHEET 12--NEWS REPORT WORKSHEET should be used to reinforce instruction. Give students an opportunity to share the findings on ACTIVITY SHEET 12--NEWS REPORT WORKSHEET.

5. ACTIVITY SHEET 13--WHAT HAVE YOU LEARNED? Instruct students to go back to ACTIVITY SHEET 2--SCORING COMMUNICATION SKILLS and think of ways to improve their own communication skills using what they have learned in this unit.

III. Answers to Activity Sheets--some Activity Sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The test is divided into six parts.

1. Each test covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of the Information and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to Tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Barker, Larry. Listening Behavior Englewood Cliffs, N.J.: Prentice-Hall, 1971.

B. Basic Life Skills for Cooperative Part-Time Training. Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

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C. Condon, John C. *Semantics and Communication*. New York: MacMillan, 1975.

D. Knapp, Mark L. *Nonverbal Communication in Human Interaction*. New York: Holt, Rinehart, and Winston, 1972.

E. Mehrabian, Albert. *Silent Messages*. Belmont, Cal.: Wadsworth, 1971.

F. Verderber, Rudolph H. *Communicate!* Belmont, Cal.: Wadsworth, 1978.

UNIT III

COMMUNICATIONS

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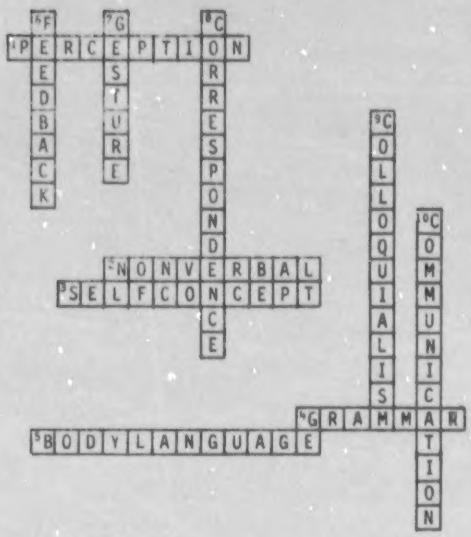
ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1


1 PERCEPTION
2 NONVERBAL
3 SELFCONCEPT
4 GRAMMAR
5 BODYLANGUAGE
6 FEEDBACK
7 GESTURE
8 CORRESPONDENCE
9 COLLOQUIALISMS
10 COMMUNICATION

ACTIVITY SHEET 2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

1. Because no discussion was allowed.

2. Because questions were allowed to be asked; therefore, the student giving the instructions knew if he/she was being understood.

3. Yes, because only then can you ensure that information has been received correctly and instructions followed.

4. Without feedback, instructions can be misunderstood. Feedback is a means by which instructions can be checked to ensure they are followed correctly.

5. All jobs require that information be exchanged in some form. Without the use of feedback, instructions may be misunderstood, thus causing a great deal of money to be wasted.

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 5

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 6

Evaluated to the satisfaction of the instructor. (Check for grammatical errors.)

ACTIVITY SHEET 7

1. absence
2. all right
3. a lot
4. among
5. business
6. calendar
7. excellent
8. friend
9. etc.
10. expense
11. pamphlet
12. privilege
13. receive
14. referred
15. secretary
16. separate
17. sincerely
18. surprise
19. truly
20. usually

ACTIVITY SHEETS 8-13

Evaluated to the satisfaction of the instructor.

UNIT III

COMMUNICATION

ANSWERS TO UNIT TEST

PART 1

1. b
2. g
3. c
4. f
5. j
6. i
7. a
8. d
9. h
10. e

PART 2

A. Two of the following:
   1. Sender
   2. Message
   3. Channel
   4. Receiver

B. 1. Sender
   2. Channel
   3. Message
   4. Receiver

C. 1. F
   2. T
   3. T
   4. F

PART 3

A. 1. Personal Informal Communcation
   2. Small-Group Communication
   3. Public Speaking

B. 1. d
   2. c
   3. d
   4. a
   5. e
   6. d
   7. e

PART 4

A. 1. Personal Correspondence
   2. Formal Correspondence

B. 1. T
   2. T
   3. F
   4. T
   5. F
   6. T
   7. F
   8. T

PART 5

A. Any three of the following:

1. Posture
2. Facial expressions
3. Physical appearance
4 Gestures
5. Eyes

B. 1. Yes
2. No

PART 6

A. Any two of the following:
1. Perception
2. Selection
3. Self-concept
4. Hearing but not listening

B. 1. 75
2. ears
3. sound; understanding
4. interest

C. 1. X
2. X
3.
4. X
5. X
6. X

UNIT III

COMMUNICATIONS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Body language--movements of the body that help express a message to another person

2. Colloquialism (slang)--words and phrases that are used in everyday talk ("My buddy flunked the exam," is a colloquial way of saying, "My close friend failed the examination.")

3. Communication--all of the ways in which messages are given to other people

4. Correspondence--messages given through the means of written words

5. Feedback--checking with the person with whom one is communicating to make sure the message is understood

6. Gesture--a movement of the body, or parts of the body, which is used to express ideas or feelings

7. Grammar--rules for speaking and writing

8. Nonverbal--communication without words

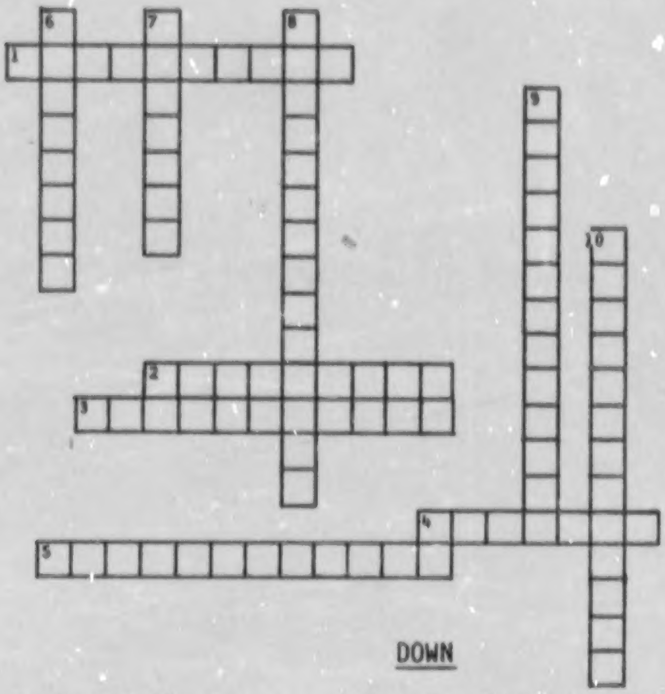
9. Perception--taking into the mind--usually by seeing or hearing--and forming an understanding because of it

10. Self-concept--the way one feels about oneself

UNIT III

COMMUNICATIONS

ACTIVITY SHEET 1--LEARNING COMMUNICATION TERMS



ACROSS

1. Taking into the mind--usually by seeing or hearing--and forming an understanding because of it

2. Communication without words

3. The way one feels about oneself

4. Rules for speaking and writing

5. Movements of the body that help express a message to another person

DOWN

6. Checking with the person with whom one is communicating to make sure the message is understood

7. A movement of the body, or parts of the body, which expresses ideas or feelings

8. Messages given through the means of written words

9. Words and phrases that are used in everyday talk ("My buddy flunked the exam," is a colloquial way of saying, "My close friend failed the examination.")

10. All of the ways in which messages are given to other people

COMMUNICATION

INFORMATION SHEET 2--THE COMMUNICATION PROCESS

I. The Four Elements of Communication

(NOTE: If any one of the four elements is missing, communication breaks down.)

A. Sender--gives the message

B. Message--information being communicated

C. Channel--means used to give the message

D. Receiver--where the message is going

II. Communication Is a Two-way Process

A. Receiver must have the ability to listen.

B. Sender must have the ability to give information clearly.

C. People use speech, written communications, nonverbal communications, etc., to give information to others.

1. Information should be given simply and completely.

2. Information may be clear to the sender but not to the receiver.

3. Check with the receiver to make sure you are understood.

III. Feedback--Purpose Is To Make Sure You Are Understood

A. Can be verbal

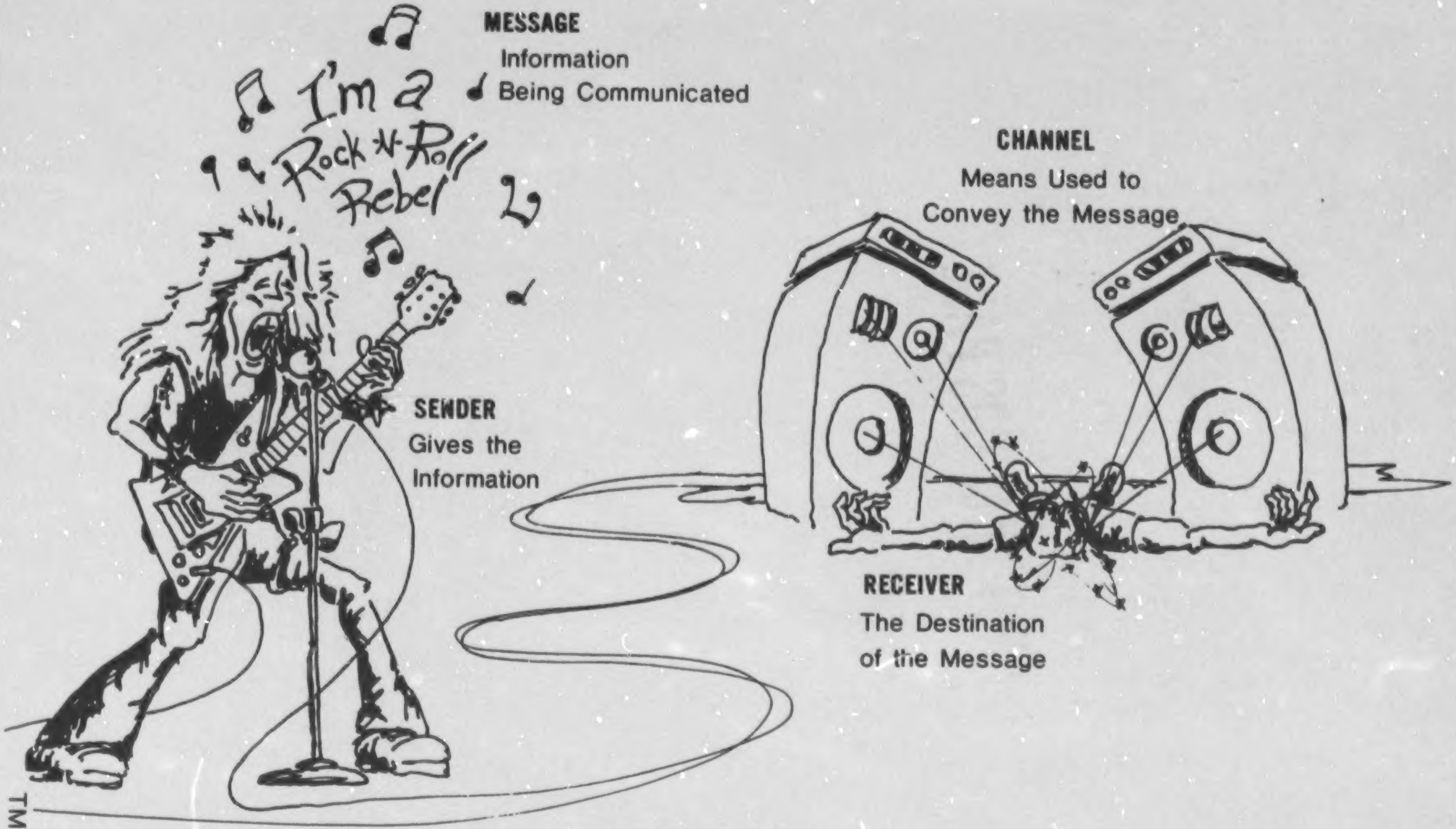
EXAMPLE: "What did you mean by that?"

B. Can be nonverbal

EXAMPLE: Smiling, nodding the head in agreement, sitting forward in a chair to show more interest.

C. Used as a cue for giving more information if negative feedback is present.

FOUR ELEMENTS OF COMMUNICATION



MESSAGE
Information
Being Communicated

CHANNEL
Means Used to
Convey the Message

SENDER
Gives the
Information

RECEIVER
The Destination
of the Message

TM-1

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UNIT III

COMMUNICATIONS

ACTIVITY SHEET 2--SCORING COMMUNICATIONS SKILLS

Directions: Complete the following survey by placing a check "✓" in the column that you feel most honestly describes how you communicate with others. This is not a test. There are no right or wrong answers.

	Yes (Most of the) time	No (Seldom)
1. Do you get upset when others don't agree with with what you say?	_____	_____
2. When talking with others, do you let the other person finish talking before you reply?	_____	_____
3. Do you have difficulty talking to people you do not know well?	_____	_____
4. When you know you are wrong about something, do you admit it to others?	_____	_____
5. Do you agree with others just because you are afraid they will be angry with you if you don't?	_____	_____
6. Do you ask questions if you don't fully understand what is being said?	_____	_____
7. Does it really bother you for others to tell you that you have done something wrong?	_____	_____
8. Do you listen carefully and try to understand what other people say?	_____	_____
9. When you are talking with others, do you feel that they are putting words in your mouth?	_____	_____
10. While speaking, do you look at how people are reacting to what you say?	_____	_____

	Yes (Most of the) time	No (Seldom)
11. In conversation, do you seem to talk more than other people?	____	____
12. Do your words come out the way you want them to in conversation?	____	____
13. Do you have a habit of saying, "you know," "and uh," and "er."	____	____
14. Can you usually tell the difference in what people say and the way they really feel?	____	____
15. Do you pretend you are listening to others when you really are not?	____	____

A. For odd numbered questions (1, 3, 5, etc.), assign 5 points to each "no" answer. No points for "yes."

B. For even numbered questions (2, 4, 6, etc.), assign 5 points to each "yes" answer. No points for "no" answers.

C. Add up all points. (75 points is maximum total.)

D. If your score is below 55, there is a definite need for improvement.

E. What areas need improving?

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UNIT III

COMMUNICATIONS

INFORMATION SHEET 3--ORAL COMMUNICATION

I. Three Forms of Oral Communication

   A. Personal informal communication

      EXAMPLE: Talking with friends and classmates (one-to-one)

   B. Small-group communication

      EXAMPLE: Student organizations such as Student Council, National Junior Honor Society, etc. (many-to-many)

   C. Public speaking (large groups)

      1. Usually more difficult than personal or small group

      2. Used to give information rather than as an exchange (one-to-many model)

II. Functions of Communication

   A. Social function

      1. Communication for fun

         a. Subject of conversation is not really important

         b. Leaves a good feeling of having the experience of being heard

            EXAMPLE: Talking to friends on the phone

      2. Communication to demonstrate ties with other people.

         EXAMPLE: Speaking to others--"Hi, John, how's it going?"

      3. Communication is used for building and maintaining relationships.

         a. When you do not know someone, you carry on a conversation so that you can learn more about him/her.

         b. The more you have in common, the greater the chance of becoming friends.

   B. Decision-making function

      1. Decisions are usually made because of information that is received.

      2. Winning support for your decisions is possible through communication.

(EXAMPLE: You try to get your friends to go to the dance; you talk the teacher out of giving you a final examination; you talk your parents into letting you stay overnight with a friend, etc.)

III. Informal Communication

A. Introducing yourself

1. When introducing yourself, give your first and last names.

2. Say your name slowly so that it can be understood.

3. You may want to give some information about yourself to give the listener a way to remember you.

(EXAMPLE: "I'm Karen Barlow from San Antonio.")

4. Repeat names during the conversation so you can remember them.

(EXAMPLE: "That must have really been fun, George.")

B. Carrying on a conversation

1. Be a good listener.

2. Try to understand the other person's point of view.

3. Ask questions that require more than a yes or no answer.

4. Avoid subjects that might lead to arguments.

5. Do not do most of the talking--successful communication depends on an exchange of information.

6. Pronounce your words properly.

C. Things to remember

1. Talk on a level that the listener will understand.

2. Get the listener interested in what you are saying.

3. Use a variety of pitch and tone in your speech.

4. Maintain eye contact.

5. Speak loudly enough to be heard.

6. Think before responding to questions.

IV. Being a Successful Group Member

A. Know the major purpose of the group.

1. Know what your role will be in the group.

2. Be prepared to give ideas to the group.

B. Participate in the group

1. Work with others in the group to achieve the goal.

2. Voice those opinions and/or ideas that you have that would be of help to the group.

C. Good roles in the group

1. Information giver--gives the group ideas

   (NOTE: Information provides 50% of what is done in the group.)

2. Information seeker--played by the member of the group who sees that the group needs more information

   EXAMPLE: "How many cakes did we use last year?"

3. Expediter--keeps the group on the topic of discussion

   EXAMPLE: "Hey, time is really getting away from us--we need to reach a descision today."

4. Idea person--thinks of many ideas

5. Harmonizer--keeps peace within the group

   EXAMPLE: "We're really coming up with some good ideas; let's not lose it all by calling each other names."

6. Gatekeeper--helps to keep the conversation going

   EXAMPLE: "Gary, did you have something to add?"

7. Compromiser--sees that two totally different views can be turned into one really good view with very little change on either side

D. Bad roles

1. Aggressor--puts down others

2. Blocker--rejects ideas for no reason and also tries to get the group to reject them

3. Competer--always feels a need to compete with others

   EXAMPLE: If the group really likes Arnie's idea, Bob may bring up another to top his.

4. Joker--"clowns-around," mimicks, and makes a joke of everything

5. Monopolizer--needs to talk all the time--usually to try to impress the group with how smart he/she is

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V. Formal Communication

A. Preparing to speak

1. What do you talk about?

a. Choose a subject that fits the situation and will interest the audience.

b. Choose a subject that you would enjoy talking about.

c. Choose a subject that can be covered in the time limit you are allowed.

2. Make an outline

NOTE: People tend to become really bored if you read a speech to them.

3. Practice your speech

a. In front of a mirror

b. In front of a friend or relative

c. Record your speech

B. Giving the speech

1. Give your speech with your arms at your side.

2. Maintain eye contact with the audience.

3. Get the audience interested in what you are saying.

a. Ask a question.

b. Tell a story related to your speech.

c. Give a startling statement.

EXAMPLE: "Over 50,000 people enjoy this activity ..."

4. To end the speech, give a brief summary of what you said.

(NOTE: Be sure to include the important points.)

C. Hints on helping the nervousness

(NOTE: Ask anyone you really feel is a good speaker. They too, are a bit nervous before they give a speech.)

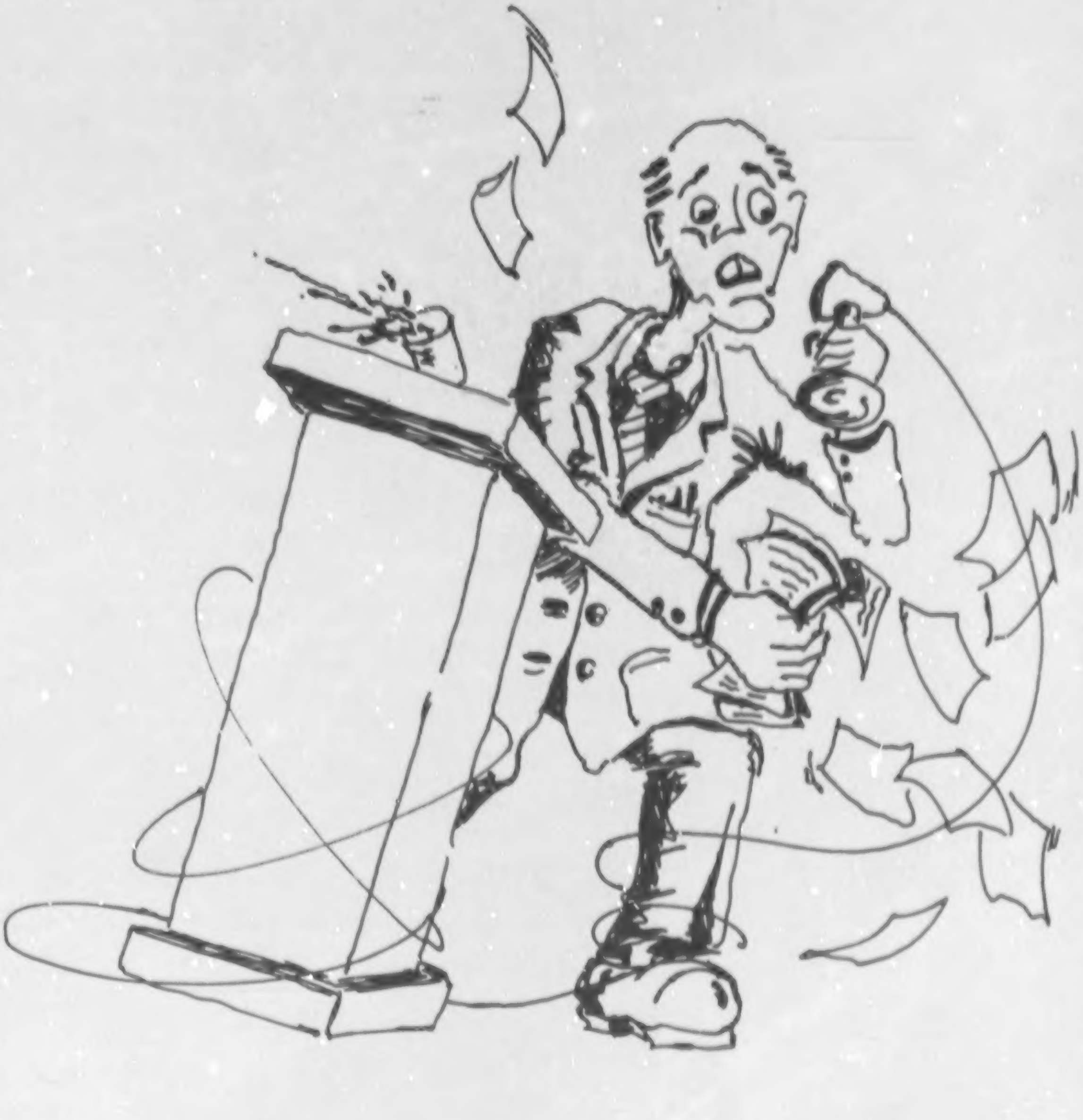
1. Be prepared

2. Take two to three deep breaths before you begin.

3. Focus on how your audience is reacting.

   (NOTE: This will take your mind off you and put your mind on them.)

IT'S O.K. TO BE NERVOUS



TM-2

UNIT III

COMMUNICATIONS

ACTIVITY SHEET 3--FOLLOWING INSTRUCTIONS

Directions: A. Choose one student to describe the design as it appears in Figure 1. Choose another student to draw on the chalkboard the object exactly as it is described. There should be no discussion between the two students.

B. Repeat the activity, using the same two students. This time, however, describe the design in Figure 2. Discussion should be allowed for Figure 2.

C. The rest of the class should attempt to draw the designs from the student's instructions.

D. Answer the following questions:

1. Why was the first design harder to draw than the second?

2. Why was the second design easier?

3. Is it important for questions to be asked if you don't understand the instructions? Why or why not?

4. How is feedback important to this activity?

5. How does this activity relate to working?

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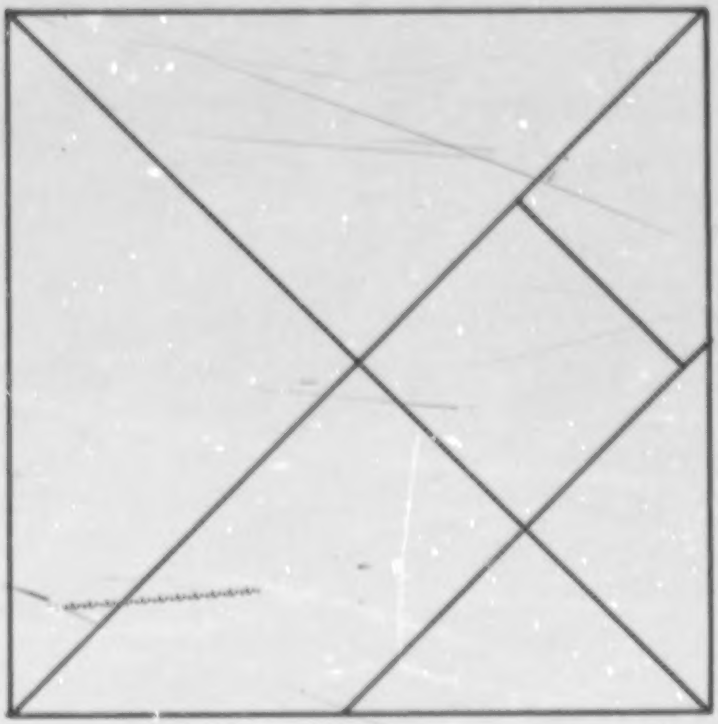
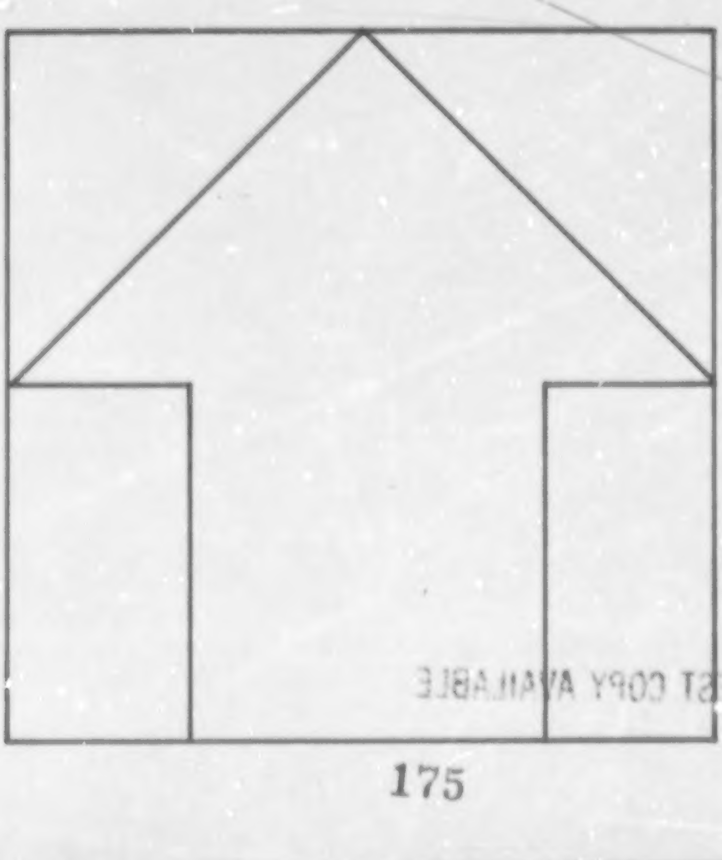
ACTIVITY SHEET 3--FOLLOWING INSTRUCTIONS





COMMUNICATIONS

ACTIVITY SHEET 4--WORKING IN SMALL GROUPS

Directions: A. Read the poem to the class.

B. Divide the class into four groups and spread the groups out.

C. On the chalkboard, show how the code may be broken.

$\frac{A}{1}\ \frac{B}{2}\ \frac{C}{3}\ \frac{D}{4}\ .\ .\ .\ \frac{Z}{26}$

HINT: Do not put the entire alphabet on the board.

D. Assign each group a number (1-4).

E. Give each group its assigned stanza.

F. Explain that each group has a stanza from the poem. They are to break the code and figure out what each says.

G. The group that finishes first, without any errors, is declared the winner. Group members are encouraged to raise their hands when finished.

H. Other groups should keep working until the finished groups' stanza has been checked for errors.

I. Award a prize or special privilege to the group that finishes first.

J. Have all students complete ACTIVITY SHEET 5--THE ROLES PEOPLE PLAY.

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ACTIVITY SHEET 4

THINKING

If you think you are beaten, you are;
If you think you dare not, you don't;
If you like to win but think you can't;
it's almost a cinch you won't.

If you think you'll lose, you're lost,
for out in the world we find
success begins with a fellow's will,
it's all in the state of mind.

If you think you are outclassed, you are;
you've got to think high to rise;
you've got to be sure of yourself before
you can ever win a prize.

Life's battles don't always go
to the stronger or the faster man;
But sooner or later the one who wins,
is the one who THINKS he can.

Source Unknown

ACTIVITY SHEET 4

GROUP 1

9 6   25 15 21   20 8 9 14 11   25 15 21   1 18 5

2 5 1 20 5 14   25 15 21   1 18 5 ;

9 6   25 15 21   20 8 9 14 11   25 15 21   4 1 18 5

14 15 20   25 15 21   4 15 14 ' 20 ;

9 6   25 15 21   12 9 11 5   20 15   23 9 14

2 21 20   20 8 9 14 11   25 15 21   3 1 14 ' 20 ;

9 20 ' 19   1 12 13 15 19 20   1   3 9 14 3 8

25 15 21   23 15 14 ' 20 .

GROUP 2

9 6   25 15 21   20 8 9 14 11   25 15 21 ' 12 12

12 15 19 5 ,   25 15 21 18 5   12 15 19 20 ,   6 15 18

15 21 20   9 14   20 8 5   23 15 18 12 4   23 5

6 9 14 4 ,   19 21 3 3 5 19 19   2 5 7 9 14 19

23 9 20 8   1   6 5 12 12 15 23 ' 19   23 9 12 12,

9 20 ' 19   1 12 12   9 14   20 8 5   19 20 1 20 5

15 6   13 9 14 4.

GROUP 3

9 6   25 15 21   20 8 9 14 11   25 15 21   1 18 5

15 21 20 3 12 1 19 19 5 4,   25 15 21   1 18 5;

25 15 21 ' 22 5   7 15 20   20 15   20 8 9 14 11

8 9 7 8   20 15   18 9 19 5;

25 15 21 ' 22 5   7 15 20   20 15   2 5   19 21 18 5

15 6   25 15 21 18 19 5 12 6   2 5 6 15 18 5

25 15 21   3 1 14   5 22 5 18   23 9 14   1

16 18 9 26 5.

GROUP 4

12 9 6 5 ' 19 2 1 20 20 12 5 19 4 15 14 ' 20

1 12 23 1 25 19 7 15 20 15 20 8 5

19 20 18 15 14 7 5 18 15 18 20 8 5

6 1 19 20 5 18 13 1 14 ;

2 21 20 19 15 15 14 5 18 15 18 12 1 20 5 18

20 8 5 15 14 5 23 8 15 23 9 14 19 , 9 19

20 8 5 15 14 5 23 8 15 20 8 9 14 11 19 8 5

3 1 14 .

UNIT III

COMMUNICATIONS

ACTIVITY SHEET 5--THE ROLES PEOPLE PLAY

Directions: A. Put the names of all group members on the chart.

B. Put a check in the column(s) that best describe each member's role (including yours) in the group. You may use Information Sheet 3 for explanations of each role.

Roles	MEMBER'S NAMES											
Information Giver												
Expediter												
Idea Person												
Harmonizer												
Gatekeeper												
Compromiser												
Aggressor												
Blocker												
Competer												
Joker												
Monopolizer												
None of the above												

UNIT III

COMMUNICATIONS

INFORMATION SHEET 4--WRITTEN COMMUNICATION

I. Types of Written Communications

- A. Personal correspondence

  EXAMPLE: Thank-you notes, letters, etc.

  1. Correspondence to friends, relatives, and people you may see frequently
  2. Informal in style

- B. Formal Correspondence

  1. Reports
  2. Letters sent to businesses
  3. Memorandums

II. Things to Consider in Written Communications

- A. Neatness

  1. Take your time and arrange the letter so that it appears attractive on the page.
  2. Write legibly or type.
  3. Don't rush.

- B. Correctness--Use the correct name, title, and address of the reader.

- C. Paragraphing

  1. Break long paragraphs into smaller ones.
  2. Avoid paragraphs which are longer than six lines.

- D. Correct spelling and punctuation

  1. Errors create a bad impression on the reader.
  2. Use a dictionary when you are not sure how to spell a word.

- E. Style

  (NOTE: Choose a style that fits the person to whom you are writing.)

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1. Formal style
    a. For those you do not know well
    b. Uses larger words
2. Informal style
    a. Used with people you have met several times and some friends you may have made through your job
    b. Uses a less formal vocabulary
3. Colloquial style
    a. Used with good friends
    b. May use slang words and incorrect grammar

F. Purpose of written communications

1. To ask questions
2. To complain
3. To summarize
4. To give information
5. To give instructions

III. Steps for Composing Written Communications

A. Jot down ideas or things you would like to cover in the letter.

B. Decide on the order in which you want the points included.

C. Make your first sentence an "attention getter." State the purpose of your letter within the first paragraph.

D. Keep a positive attitude.

(NOTE: Most people respond best to someone with a positive approach.)

E. Make the message short and to the point.

F. Make a good closing sentence.

(EXAMPLE: "Again, thank you for your interest in our organization.")

G. Read the letter to make sure another person will understand what you are saying.

1. The reader is unable to ask questions, so written communications need to be clear and complete.
2. You may want another person to read your letter to see if they understand the message.

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IV. Common Errors in Written Messages

A. Sentence fragments--part of a sentence used as a complete sentence

1. A sentence fragment does not have both a subject and a verb.

2. It does not make sense alone.

(EXAMPLE: The coach hearing his angry players.)

B. Word omission--words left out that are required to make the message clear

C. Comma splice--placing a comma between statements of two complete ideas

(EXAMPLE: Tom ran home, Jill ran after him.)

LETTER SAMPLE

Your Street Address
City, State, Zip Code
Current Date

Person's Name to whom you are writing
Title
Organization
Street Address
City, State, Zip Code

Dear Mr./Ms./Dr./individual's name:

Introduction--State the purpose of the letter. List any previous correspondence.

Body--Give the details and the purpose of the letter. Reference any enclosures. Keep paragraph to two to five sentences.

Closing--State what action you would like the person to take. Tell them what you are going to do next. End on a good note.

(Sincerely, Sincerely yours, Yours truly, etc.)

Typed Name

P.S.--used for information that arrived after the letter was written

Encl.--used if something is sent with the letter--an enclosure

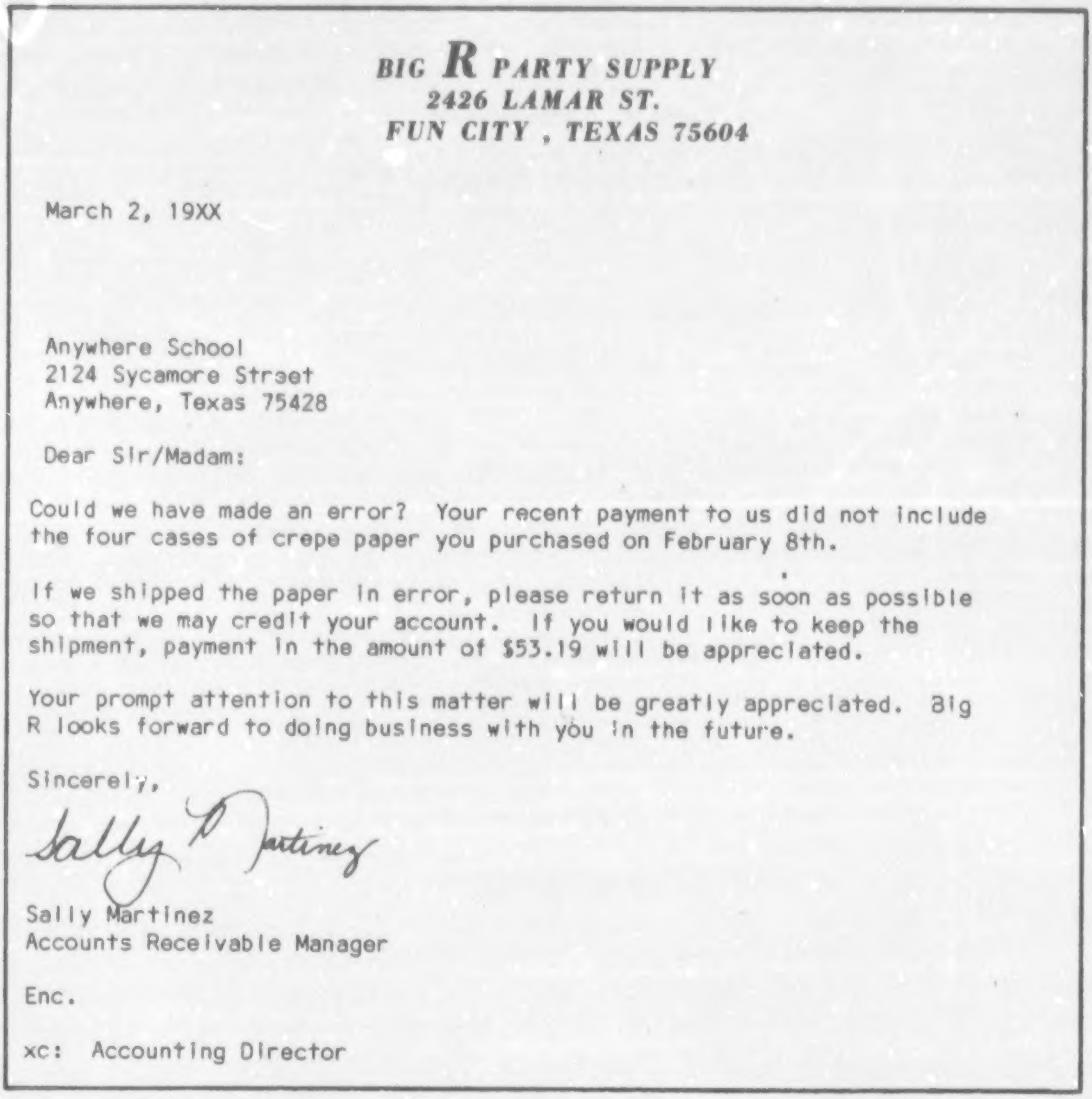
cc or xc--indicates if a copy was sent to another person or department
(cc stands for carbon copy and xc stands for xerox copy)

COMMUNICATIONS

ACTIVITY SHEET 6--WRITING A LETTER

Directions: A. Read the letter from Big R Party Supply.

B. You returned the crepe paper on February 18th. You even have a copy of the shipping notice you received from the warehouse. Using the sample letter form from TM-3, write a letter to the company explaining that the shipment has been returned.



BIG R PARTY SUPPLY
2426 LAMAR ST.
FUN CITY , TEXAS 75604

March 2, 19XX

Anywhere School
2124 Sycamore Street
Anywhere, Texas 75428

Dear Sir/Madam:

Could we have made an error? Your recent payment to us did not include the four cases of crepe paper you purchased on February 8th.

If we shipped the paper in error, please return it as soon as possible so that we may credit your account. If you would like to keep the shipment, payment in the amount of $53.19 will be appreciated.

Your prompt attention to this matter will be greatly appreciated. Big R looks forward to doing business with you in the future.

Sincerely,

Sally D Martinez

Sally Martinez
Accounts Receivable Manager

Enc.

xc: Accounting Director

UNIT III

COMMUNICATIONS

ACTIVITY SHEET 7--CAN YOU FIND THE CORRECT WORDS?

Directions: The following words are often found in written communications. Find the words that are spelled correctly by placing a check next to the correct word. You may use a dictionary if necessary.

1. _____absence
   _____absense
2. _____alright
   _____all right
3. _____alot
   _____a lot
4. _____amoung
   _____among
5. _____business
   _____buisness
6. _____calender
   _____calendar
7. _____excellant
   _____excellent
8. _____friend
   _____freind
9. _____etc.
   _____ect.
10. _____expense
    _____expence
11. _____pamplet
    _____pamphlet
12. _____privilege
    _____privilage
13. _____receive
    _____recieve
14. _____refered
    _____referred
15. _____secretary
    _____secretery
16. _____seperate
    _____separate
17. _____sincerely
    _____sincerly
18. _____suprise
    _____surprise
19. _____truely
    _____truly
20. _____usually
    _____usully

COMMUNICATIONS

INFORMATION SHEET 5--COMMUNICATING WITHOUT WORDS--BODY LANGUAGE

I. Nonverbal Communication

- A. May be completely different from verbal communication

  (EXAMPLE: When you slam the door behind you when you say you aren't mad)

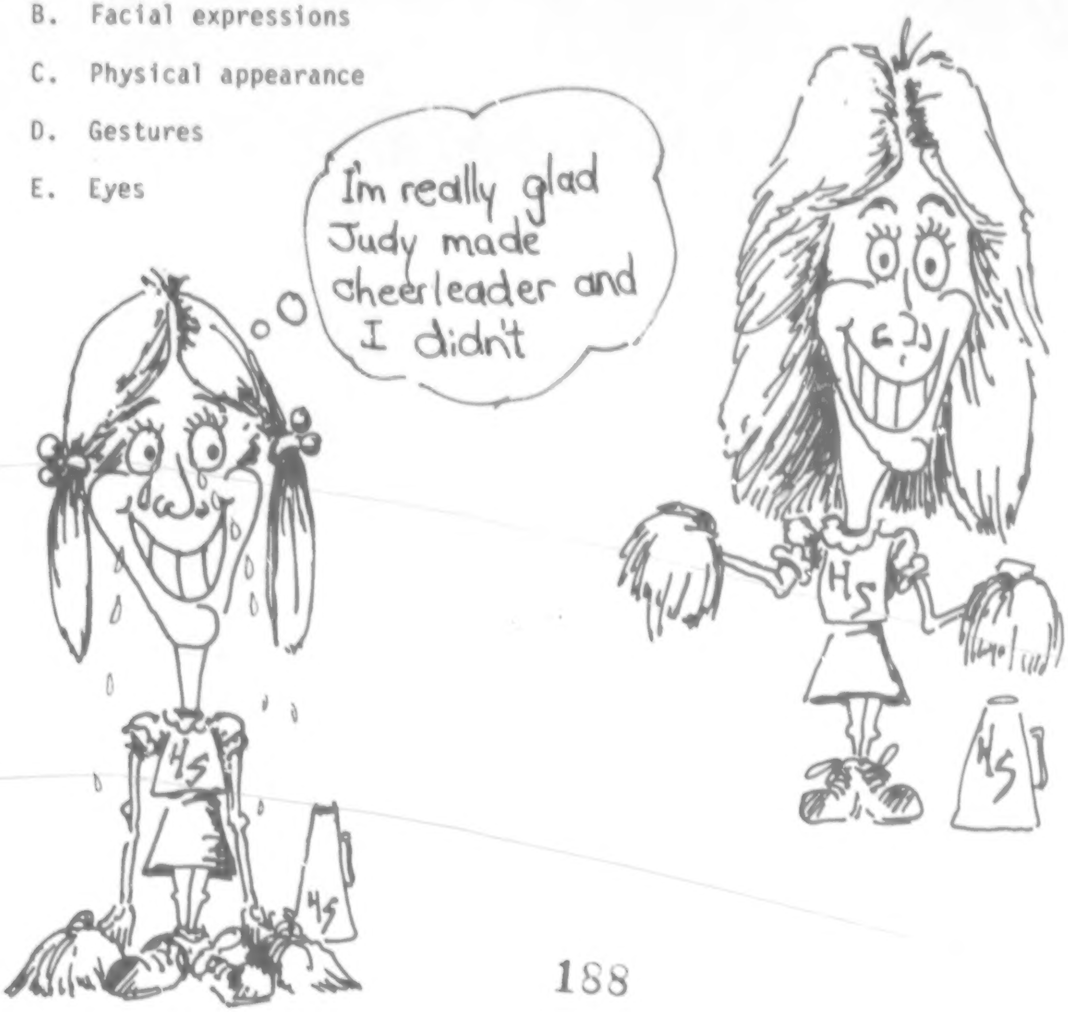
- B. You may have no control over nonverbal communication

  (EXAMPLE: When you smile when you say you are sad)

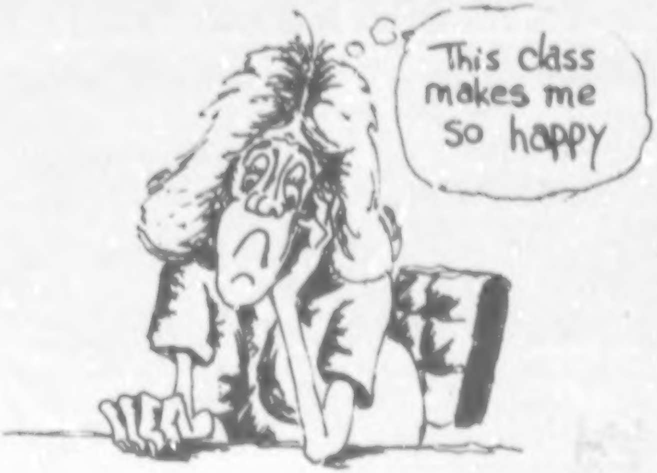
- C. Tends to speak louder than words

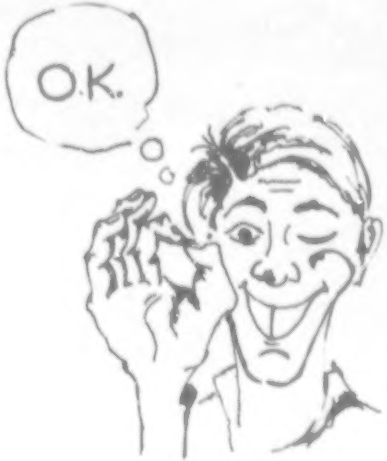
II. How your body can tell the story

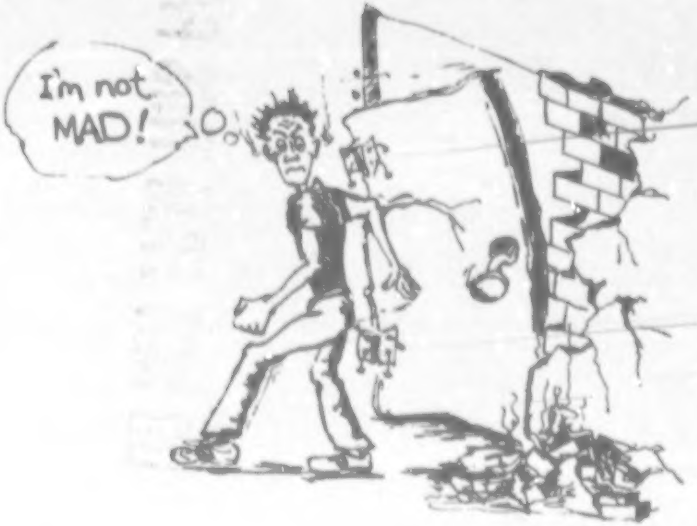
- A. Posture
- B. Facial expressions
- C. Physical appearance
- D. Gestures
- E. Eyes


I'm really glad Judy made cheerleader and I didn't
HS
HS
HS
HS

WHAT ARE THEY REALLY SAYING?


This class makes me so happy





TM-4

UNIT III

COMMUNICATIONS

ACTIVITY SHEET 8--UNDERSTANDING NONVERBAL COMMUNICATION

Directions: Two to three days before the activity, students are to gather magazines from home to be used in this activity. Using the pictures in the magazines, the students are to create collages showing nonverbal communication. Pictures of people, products, landscape, etc., may be used to communicate information. Students should be given a chance to share with the class what their pictures are communicating.

UNIT III

COMMUNICATIONS

INFORMATION SHEET 6--BREAKDOWNS IN COMMUNICATION

I. Perception

   A. Our background--family, friends, past events, etc. influence how we view things

   B. Not everyone sees things as others do

II. Selection--Interest is the main force of determining what we see or hear.

   (EXAMPLE: After buying a new shirt, do you suddenly see many others like yours?)

III. Self-concept--If you feel good about yourself, you will have enough self-confidence to talk to others.

IV. Hearing but not Listening

   (NOTE: Hearing means registering sound vibrations. Listening means understanding what was heard.)

   A. Research shows that 50 to 75 percent of what we hear is never really understood.

      1. Ask questions if you do not understand.

      2. Outline in your mind what a person is saying as it is said.

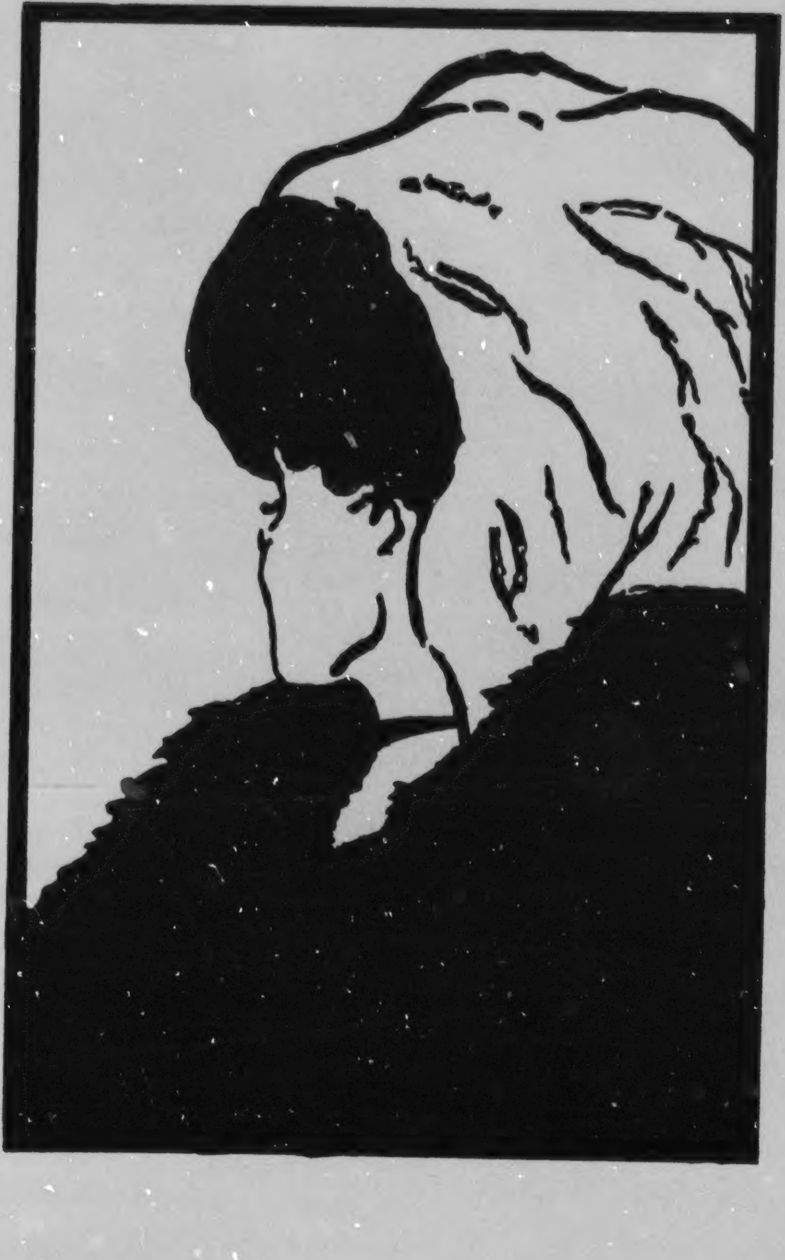
      3. Focus on what is said rather than on what you will say next.

   B. Paying attention means more than just using your ears.

      1. Use your eyes.

      2. Use your body (leaning forward in a chair indicates interest.)

WHAT DO YOU SEE ?



UNIT III

COMMUNICATIONS

ACTIVITY SHEET 9--EXPERIENCES AFFECT PERCEPTION

Directions: Read the following:

John bought a dog. He took it home. John lives in the country.

Answer these questions:

1. When reading the first sentence, what color dog did you see in your mind? Have you had a dog that color? Do you know someone who has?

2. What color house do you think John lives in? Decribe his house.

3. Describe the picture you see in your mind when you think of the word country.

4. Share your information with the class.

COMMUNICATIONS

ACTIVITY SHEET 10--THE ART OF LISTENING

Directions: A. Select a student in your class who is good at carrying on a conversation with others (usually the one you are always telling to be quiet). He/She will tell two other students a five minute story. Examples of stories that could be told include what happened at a game, a dance, in Mr./Ms. __'s class, etc.

B. Select two other students to be the "listeners." In privacy, instruct one of the "listeners" to pay full attention to the speaker. They are to lean forward in the chair, nod, smile, and make comments when appropriate. The other "listener" should be instructed to start out listening, but after several sentences should start looking around the room, fidgeting in the chair, telling what happened to him/her in a similar situation, etc.

C. When the speaker has finished his/her story, have all three students return to their seats.

D. Ask each "listener" how much he/she remembers from the story.

E. Ask the class if they noticed anything different in the way the speaker acted toward his/her "listeners." (The class should notice that the speaker focused his/her attention on the "listener" who made the effort to appear interested.)

F. Ask the speaker how he/she felt when talking to each of the "listeners."

G. Discuss the importance of appearing interested in what others say.

H. Discuss how the class would handle similar situations in which someone was not listening. Ask students for input in which they have experienced or observed the lack of listening of others.

UNIT III

COMMUNICATIONS

ACTIVITY SHEET 11--DO YOU REALLY LISTEN?--UNDERSTANDING VERBAL INFORMATION

Directions:

1. Eight volunteers are selected to play the parts of the report chain. Each is assigned a number (1-8) and sent out of the room.
2. The News Report Worksheet (ACTIVITY SHEET 12) is to be given to the remaining students and read out loud once.
3. Volunteer #1 is called into the room and is read the news report.
4. Volunteer #1 will call in volunteer #2 and tell him/her the report in the exact words he/she heard it.
5. Volunteer #2 will call in volunteer #3, and so on until all eight have heard the report.
6. Only volunteer #1 should be read the story. All others should have the story repeated to them.
7. As each volunteer reports the story to the others, the class is to write down any changes on ACTIVITY SHEET 12.
8. Read the news story to the eight volunteers.
9. Discuss how communications can become blocked.
10. Discuss how rumors get started.
11. Stress the importance of really listening to what is said and listening for facts.
12. Discuss how important understanding verbal information can be on the job. What are the consequences of getting information mixed up?

COMMUNICATIONS

ACTIVITY SHEET 12--NEWS REPORT WORKSHEET

There will be an assembly Friday morning in the cafeteria. The following students sould report to the cafeteria at 10:20:

Sixth-Graders--Last names beginning with letters A-F

Seventh-Graders--Last names beginning with letters B-H

Eighth-Graders--Last names beginning with letters F-M

All other students will be called at another time. The purpose of the assembly is to update the student medical files. All students will be dismissed for lunch at 11:25. Classes will resume at 1:10 as usual. Students are encouraged to bring something to read during the time they are in the cafeteria. All students should exit through either the west or north doors if leaving the cafeteria for lunch. No student will be allowed to exit through the east or south doors.

ALL MEDICAL CARDS SHOULD BE RETURNED BY MONDAY--
NO EXCUSES WILL BE ACCEPTED:

Directions: For each repetition of the report, write down anything added, anything not said, and anything said that was not correct.

First Volunteer:

Second Volunteer:

Third Volunteer:

Fourth Volunteer:

Fifth Volunteer:

Sixth Volunteer:

Seventh Volunteer:

Eighth Volunteer:

UNIT III

COMMUNICATIONS

ACTIVITY SHEET 13--WHAT HAVE YOU LEARNED?

Directions: Using the results of ACTIVITY SHEET 2--SCORING COMMUNICATION SKILLS, list ways that you can improve the communication skills you have difficulty with. Use any Information Sheets contained in the unit that you feel would help you.

COMMUNICATIONS

UNIT TEST--PART 1

Match the communications terms with their definitions by placing the letter of the correct term in the blank at the left.

_____ 1. Body language

_____ 2. Colloquialism

_____ 3. Communication

_____ 4. Correspondence

_____ 5. Feedback

_____ 6. Gesture

_____ 7. Grammar

_____ 8. Nonverbal

_____ 9. Perception

_____ 10. Self-concept

a. rules for speaking and writing

b. movements of the body that help express a message to another person

c. all the ways in which messages are given to other people

d. communication without words

e. the way one feels about oneself

f. messages given through the means of a written word

g. words or phrases used in everyday talk

h. taking into the mind by seeing and hearing, and forming an understanding because of it

i. a movement of the body which is used to express ideas or feelings

j. checking with the person with whom one is communicating to make sure the message is understood

UNIT III

COMMUNICATIONS

UNIT TEST--PART 2

A. Name two of the four elements of communication:

1.

2.

B. Fill in the blanks in the following statements by using the following words in each sentence.

channel
sender
receiver
message

1. The __________ gives the message.
2. The __________ is the means to give the message.
3. The __________ is the information being communicated.
4. The __________ is where the message is going.

C. Answer the following statements true or false by placing a T for true or an F for false in the space at the left.

_____ 1. If information is clear to the sender, it is clear to the receiver.

_____ 2. People use speech, written communications, and nonverbal communications to give information to others.

_____ 3. The purpose of feedback is to make sure you are understood.

_____ 4. Feedback can only be nonverbal.

UNIT III

COMMUNICATIONS

UNIT TEST--PART 3

A. Name the three forms of oral communication.

1.

2.

3.

B. Complete the following statements by circling the letter beside the correct answer:

1. The two functions of communication are:
   - a. exchange information; social
   - b. social; decision-making
   - c. building relationships; demonstrate ties with others
   - d. all of the above
   - e. a and c only
2. The example that best shows a good point in introducing oneself is:
   - a. "Hi, I'm Karen Barrow."
   - b. "Hi, I'm Karen."
   - c. "Hi, I'm Karen Barrow from San Antonio."
   - d. none of the above
   - e. a and c only
3. In carrying on a conversation, you should:
   - a. be a good listener
   - b. avoid subjects that might lead to arguments
   - c. try to understand the other person's point of view
   - d. all of the above
   - e. b and c only

4. Three good roles in a group are:
    a. information giver; information seeker; expediter
    b. idea person; aggressor; information giver
    c. information seeker; harmonizer; blocker
    d. all of the above
    e. a and b only
5. In preparing to speak before a group, you should:
    a. choose a topic that you do not like so that you will really learn something new and sound excited when you present your speech
    b. choose a subject that fits the situation and will interest the audience
    c. choose a subject that can be covered in the time limit allowed
    d. all of the above
    e. b and c only
6. To be a successful group member, you should:
    a. know the major purpose of the group
    b. know what your role will be
    c. be prepared to give ideas to the group
    d. all of the above
    e. none of the above
7. When you participate in a group, you should:
    a. remain quiet, and let others discuss possible solutions
    b. work with others in the group to achieve the goal
    c. voice those opinions and/or ideas that you have that would be of help to the group
    d. all of the above
    e. b and c only

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UNIT III

COMMUNICATIONS

UNIT TEST--PART 4

A. Name the two types of written communication.

1.

2.

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____1. A report is an example of formal correspondence.

_____2. A thank-you letter is informal in style.

_____3. You should avoid paragraphs longer than three lines.

_____4. You should use a formal style when writing to those you do not know well.

_____5. A colloquial style of writing is used for very formal writing.

_____6. Your first sentence in a letter should be an "attention-getter."

_____7. A sentence fragment makes sense even though it may not have a subject and verb.

_____8. A comma splice is placing a comma between two complete ideas.

UNIT III

COMMUNICATIONS

UNIT TEST--PART 5

A. Name three of the five ways that you can tell a story--or communicate without words.

1.

2.

3.

B. Answer the following statements by placing yes or no in the space at the left.

_____ 1. Can nonverbal communication give a different message than verbal communication?

_____ 2. Do you always have control of nonverbal communication?

UNIT III

COMMUNICATIONS

UNIT TEST--PART 6

A. Name two of the four causes of breakdown in communication.

1.

2.

B. Fill in the blanks by using the words listed below to complete the following sentences.

60
ears
sound
attention
80
eyes
understanding
feedback
interest
hearing
75

1. Research shows that 50 to __________ percent of what we hear is never really understood.

2. Paying attention means more than just using your __________.

3. Hearing means registering __________ vibrations. Listening means __________ what was heard.

4. __________ is the main force of determining what we see or hear.

C. Place an "X" next to the statements that are ways to help understand what is said to you.

_____ 1. Ask questions if you do not understand.

_____ 2. Outline in your mind what a person is saying as it is said.

_____ 3. Plan what you will say next in response to their statements.

_____ 4. Focus on what is said rather than on what you will say next.

_____ 5. Use your eyes.

_____ 6. Use your body.

UNIT IV

UNDERSTANDING THE PAYCHECK

UNIT OBJECTIVE

After completing this unit, the student will be able to describe how employees are paid and the effect unions and professional organizations have on the paycheck. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with understanding the paycheck
2. Describe different types of pay and pay periods
3. Explain the purpose of time clocks
4. Describe fringe benefits available to workers
5. Differentiate between gross and net pay
6. Differentiate between voluntary and involuntary deductions
7. Compute payroll deductions
8. Explain the purpose of Social Security
9. Describe the function of income tax
10. Explain the function of professional organizations and unions and the effect on the paycheck
11. Identify the advantages and disadvantages of professional organizations and unions

UNIT IV

UNDERSTANDING THE PAYCHECK

NOTES TO THE INSTRUCTOR

I. Objective Sheet

- A. Discuss the unit objective with the students.
- B. Discuss each specific objective.
- C. Have the students complete the objectives in a sequence best suited to your classroom.
- D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

- A. INFORMATION SHEET 1--TERMS AND DEFINITIONS
    1. Discuss the terms and definitions.
    2. Have the students complete ACTIVITY SHEET 1--IDENTIFYING PAYCHECK TERMS to reinforce this area of instruction.
- B. INFORMATION SHEET 2--GETTING PAID--WHAT YOU CAN EXPECT
    1. Discuss the information on the Information Sheet.
    2. Have students complete ACTIVITY SHEET 2--HOW WOULD YOU WANT IT?
        - a. Discuss answers in class.
        - b. Discuss importance of fringe benefits in deciding on a job.
    3. Use TM-1--A TYPICAL PAYCHECK STUB to assist students in understanding the format of a check stub.
    4. Have students complete ACTIVITY SHEET 3--LOCATING INFORMATION ON A CHECK AND STUB.
        - a. Explain the importance of keeping and checking each part of a checkstub for accuracy.
        - b. Show examples of other typical paycheck stubs.
- C. INFORMATION SHEET 3--TIME CLOCKS
    1. Use ACTIVITY SHEET 4--LEARNING MORE ABOUT TIME CLOCKS to reinforce this area of instruction.
    2. The 1979 edition of the Occupational Investigation Teacher's Handbook has excellent suggestions for using a time card payroll system. Suggestions begin on page 191 of the handbook.

D. INFORMATION SHEET 4--DEDUCTIONS--WHAT'S LEFT?

1. Discuss the involuntary deductions that the students must pay.

2. Discuss the voluntary deductions that the students may pay.

3. Show TM-2--YOUR PIECE OF THE PIE.

   a. Explain that deductions can take a large portion our of their checks.

   b. Stress the fact that what they are told they will earn is not what they will bring home.

4. Show TM-3--WHAT IS GROSS PAY? and TM-4--WHAT IS NET PAY? to reinforce this area of instruction.

5. Have the students complete ACTIVITY SHEET 5--FIGURING GROSS AND NET PAY.

6. Discuss the purpose of Social Security.

E. INFORMATION SHEET 5--PROFESSIONAL ORGANIZATIONS AND LABOR UNIONS

1. Show TM-5--UNIONS CAN COST MONEY, and TM-6--IS THERE STRENGTH IN NUMBERS? to reinforce this area of instruction.

2. Complete ACTIVITY SHEET 6--LEARNING MORE ABOUT UNIONS.

III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The test is divided into five parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Gooch, Bill G. et al. Work: Pathway to Independence. Chicago: American Technical Society, 1979.

B. Job-Related Instruction for Cooperative Part-Time Training, Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

C. Kimbrell, Grady and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, IL: McKnight Publishing Company, 1975.

UNIT IV

UNDERSTANDING THE PAYCHECK

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

A. 2
B. 1
C. 1
D. 1
E. 3
F. 2
G. 3
H. 1
I. 3
J. 2
K. 1
L. 2
M. 3
N. 1
O. 3
P. 2
Q. 2
R. 1
S. 3
T. 2

ACTIVITY SHEET 2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

a. 222-44-1798
b. $378.02
c. Wilson
d. $520.00
e. $45.00
f. $96.98
g. $34.58
h. 120 hours
i. $120.00
j. 48
k. $24.00
l. $11,420.00
m. Quality Control Supervisor
n. $1370.40
o. $10.00

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 5

A. $ 125.00; $ 86.60
B. $ 67.00; $ 45.50
C. $ 480.00; $ 355.00
D. $1280.00; $1023.90
E. $ 200.00; $ 150.00
F. $ 60.00; $ 37.65
G. $ 320.00; $ 138.00
H. $ 64.00; $ 41.35
I. $ 53.58
J. $ 87.00; $ 72.00

ACTIVITY SHEET 6

Evaluated to the satisfaction of the instructor.

UNIT IV

UNDERSTANDING THE PAYCHECK

ANSWERS TO UNIT TEST

PART 1

a. 4
b. 10
c. 14
d. 15
e. 13
f. 1
g. 18
h. 6
i. 16
j. 9
k. 19
l. 11
m. 7
2
o. 17
p. 8
q. 20
r. 5
s. 3
t. 12

PART 2

A. 1. Weekly
2. Bi-weekly
3. Semi-monthly
4. Monthly
5. Contract

B. 1. T
2. F
3. F
4. T
5. T

C. 1. ✓
2. ✓
3.
4. ✓
5.
6. ✓
7. ✓
8. ✓

PART 3

1. T
2. F
3. T
4. T
5. T
6. F
7. T
8. F
9. F
10. T
11. T
12. F

PART 4

1. a. To organize workers so that they may bargain collectively.
   b. Labor Unions and employers can discuss what each expects in the way of hours worked, fringe benefits, salaries (wages), etc.

2. Any three of these four:
   a. An organized group of workers is more likely to get something done than a single worker.
   b. Helps secure safer working conditions.
   c. Helps secure higher pay.
   d. Helps secure better fringe benefits.

3. a. Higher salaries (wages) and fringe benefits can cause prices to go up.
   b. Strikes are a strong possibility.
   c. Must pay dues into the union.

4. One of these two:
   a. Keeps members informed of latest information related to their jobs.
   b. Interested in the welfare of members.

5. Sometimes charge high fees for membership.

PART 5

1. T
2. F
3. T
4. F
5. T

UNIT IV

UNDERSTANDING THE PAYCHECK

INFORMATION SHEET-1--TERMS AND DEFINITIONS

1. Collective bargaining--labor unions and management of companies trying to reach an agreement

2. Dependents--those who rely upon you for support

3. Fringe benefits--payments an employee receives other than in the form of money

4. Garnishment--a procedure through which a person or firm can arrange to have money you owe deducted from your pay

5. Gross pay--the amount of money you earn before anything has been deducted

6. Health insurance--a means by which you can put money into a fund and have all or part of your medical bills paid should you require medical attention

7. Income tax--money that is paid to the government based on the amount you earn

8. Involuntary deductions--money that is taken out of your check which you have not asked to be taken out

   EXAMPLE: Social Security; income tax

9. Life insurance--a means by which you put money into a fund and have a usually large amount paid to the person you decide upon in the event of your death

10. Minimum wage--the lowest wage permitted to be paid per hour as determined by the federal government

11. Net pay--the amount of money you take home after all deductions

12. Pay periods--the specific time between payroll checks

13. Social Security--federal insurance paid by the employer and employee in equal amounts to cover retirement, survivors, disabilities, and medical insurance for those people 65 and older

14. Strike--union members stopping work in order to pressure companies to do what they want

15. Time clock--a machine used to record time worked by an employee

16. Tips--money given to workers for special services performed

17. Union--an organized group of members of a company who come together to encourage management to agree to certain things

18. Voluntary deductions--those things you decide to have deducted from your paycheck

    EXAMPLE: Health insurance; additional retirement plan

19. W-2 Form--a form given to every worker showing total amount earned during a given year, the amount of Federal Withholding Tax, and the amount of Social Security paid in

20. W-4 Form--a form used to show the number of dependents you are claiming, thus determining the amount of income tax that is deducted from your check each pay period

UNDERSTANDING THE PAYCHECK

ACTIVITY SHEET 1--IDENTIFYING PAYCHECK TERMS

Directions: Circle the number beside the word or words that best complete the sentences below.

A. The amount of money you earn before anything has been deducted is ________.

   1. Net pay
   2. Gross pay
   3. Beginning pay

B. The amount of money you take home after all deductions.

   1. Net pay
   2. Gross pay
   3. Ending pay

C. ____________ is money paid to the government based on the amount you earn.

   1. Income tax
   2. F.I.C.A.
   3. Net pay

D. ____________ is a machine used to record time worked by an employee.

   1. Time clock
   2. Time machine
   3. Payroll clock

E. The lowest wage permitted to be paid per hour as determined by the federal government is ________________.

   1. Maximum wage
   2. Lowest salary
   3. Minimum wage

F. ________________ is a procedure through which a person or firm can arrange to have money you owe deducted from your pay.

   1. Harassment
   2. Garnishment
   3. Estrangement

G. When union members stop working in order to get companies to do what they want, it is called ________________________.

   1. Collective bargaining
   2. Picket
   3. Strike

H. ___________________ is a means by which you can put a small amount of money into a fund and get a usually large amount of money paid to the person you decide upon in the event of your death.

1. Life insurance
2. Health insurance
3. Death insurance

I. Federal insurance paid by the employer and employee in equal amounts to cover retirement, survivors, disabilities, and medical insurance for those people 65 and older is called ________________________.

1. Retirement insurance
2. Disability insurance
3. Social Security

J. ___________________ are those who depend upon you for support.

1. Children
2. Dependents
3. Elderly people

K. When labor unions and management of companies try to reach an agreement, it is called ________________________.

1. Collective bargaining
2. Mediating
3. Arbitration

L. _____________________ are payments an employee receives other than in the form of money.

1. Extra payments
2. Fringe benefits
3. Unscheduled bonuses

M. ______________________ is a means by which you can put money into a fund and have a part or all of your medical bills paid should you require medical attention.

1. Medicare
2. Hospital insurance
3. Health insurance

N. ______________________ is a form used to show the number of dependents you are claiming, thus determining the amount of income tax that is deducted from your paycheck each pay period.

1. W-4
2. W-H
3. W-2

O. ____________________ is a form given to every worker showing the total amount earned during a given year, the amount of Federal Withholding Tax, and the amount of Social Security paid in.

1. W-4
2. W-H
3. W-2

P. Specific time between payroll checks is referred to as ______________.

1. Pay times
2. Pay periods
3. Payroll schedule

Q. Money taken out of your check over which you have no control is called ______________________.

1. Voluntary deductions
2. Involuntary deductions
3. Uncontrollable deductions

R. Those things that you decide to have deducted from you check are called ______________________.

1. Voluntary deductions
2. Involuntary deductions
3. Controllable deductions

S. An organized group of members of a company who come together to encourage management to agree on certain things is called a ______________.

1. Labor force
2. Organization
3. Union

T. Money given to workers for special services performed is called ________.

1. Compensation
2. Tips
3. Payment

UNIT IV

UNDERSTANDING THE PAYCHECK

INFORMATION SHEET 2--GETTING PAID--WHAT YOU CAN EXPECT

I. Common Pay Periods

- A. Weekly
- B. Bi-weekly (every two weeks)
- C. Semi-monthly (twice a month)
- D. Monthly
- E. Contract (when work is completed)

II. Methods of Payment

- A. Wage--payment according to an hourly, daily, or piecework basis
- B. Salary--a fixed amount usually paid on a monthly basis
- C. Fee--charge for a professional service usually associated with a contract
- D. Commission--payment according to the number of sales made

III. Ways Payment Can Be Received

- A. Check
- B. Cash

  (NOTE: Not used very often because of Social Security and Income Tax Withholding requirements.)
- C. Discount on goods and services

  (NOTE: Most of the time, this is counted as only a small part of the employee's pay.)
- D. Tips

  (NOTE: Some restaurants allow tips to cover the main part of the employee's salary or wage.)

IV. Fringe Benefits

- A. Paid holidays
- B. Paid vacations
- C. Paid sick days

D. Partial paid or paid health insurance

E. Partial paid or paid retirement plan

F. Worker's Compensation Insurance

G. Employer's share of Social Security

H. Uniforms

I. Expenses

(NOTE: Travel or other expenses paid by the company on top of the agreed-upon salary.)

J. Tips

(NOTE: When tips are not included as part of the salary.)

V. Items Found on a Typical Paycheck Stub

A. Employee name

B. Employee number

(NOTE: Usually the Social Security number.)

C. Hours worked

D. Job title

E. Voluntary deductions

F. Gross earnings

(NOTE: Money earned before any amount has been deducted.)

G. F.I.C.A. (Social Security)

H. Federal Withholding (Pre-payment on income tax)

I. Net pay (take-home pay--money that is left after all deductions.)

UNIT IV

UNDERSTANDING THE PAYCHECK

ACTIVITY SHEET 2--HOW WOULD YOU WANT IT?

A. What length of pay period would you want? Finish the sentence below.

I wish I could get paid ____________________ because ______________

____

____.

B. How would you like to be paid? Finish the sentence.

I would like to receive my pay in the form of a ____________________

because ____

____

____.

C. List five fringe benefits you feel you would most like to have when you have a full-time job.

1.

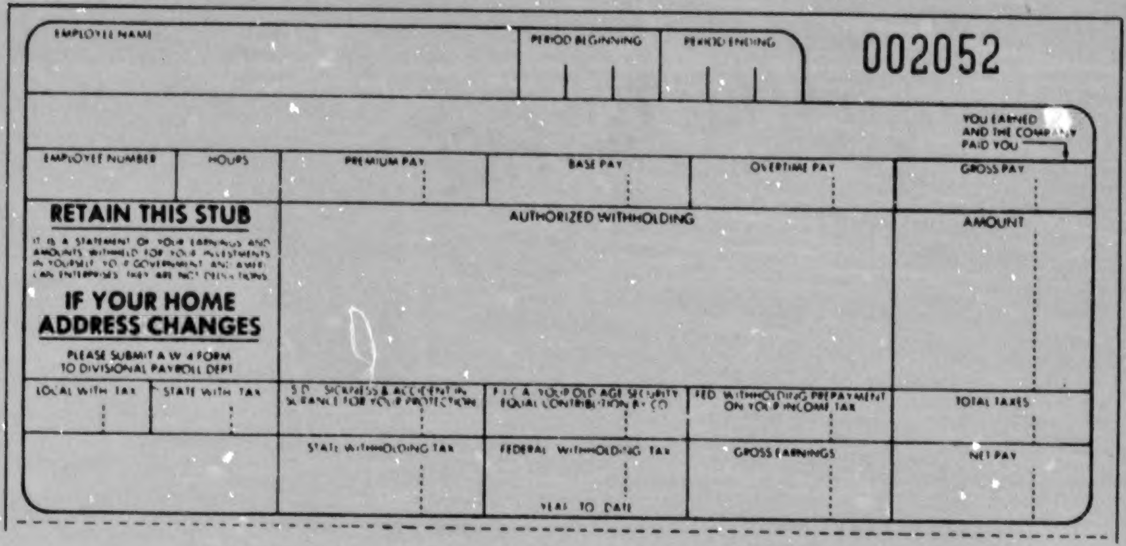
2.

3.

4.

5.

A TYPICAL PAYCHECK STUB



EMPLOYEE NAME

PERIOD BEGINNING

PERIOD ENDING

002052

YOU EARNED AND THE COMPANY PAID YOU

EMPLOYEE NUMBER	HOURS	PREMIUM PAY	BASE PAY	OVERTIME PAY	GROSS PAY

RETAIN THIS STUB

IT IS A STATEMENT OF YOUR EARNINGS AND AMOUNTS WITHHELD FOR YOUR INVESTMENTS IN YOURSELF, YOUR GOVERNMENT AND AMERICAN ENTERPRISES. THEY ARE NOT DEDUCTIONS.

IF YOUR HOME ADDRESS CHANGES

PLEASE SUBMIT A W-4 FORM TO DIVISIONAL PAYROLL DEPT

AUTHORIZED WITHHOLDING

AMOUNT

LOCAL WITH. TAX	STATE WITH. TAX	S.D. SICKNESS & ACCIDENT INSURANCE FOR YOUR PROTECTION	F.I.C.A. YOUR OLD AGE SECURITY EQUAL CONTRIBUTION BY CO.	FED. WITHHOLDING PREPAYMENT ON YOUR INCOME TAX	TOTAL TAXES
		STATE WITHHOLDING TAX	FEDERAL WITHHOLDING TAX	GROSS EARNINGS	NET PAY

YEAR TO DATE

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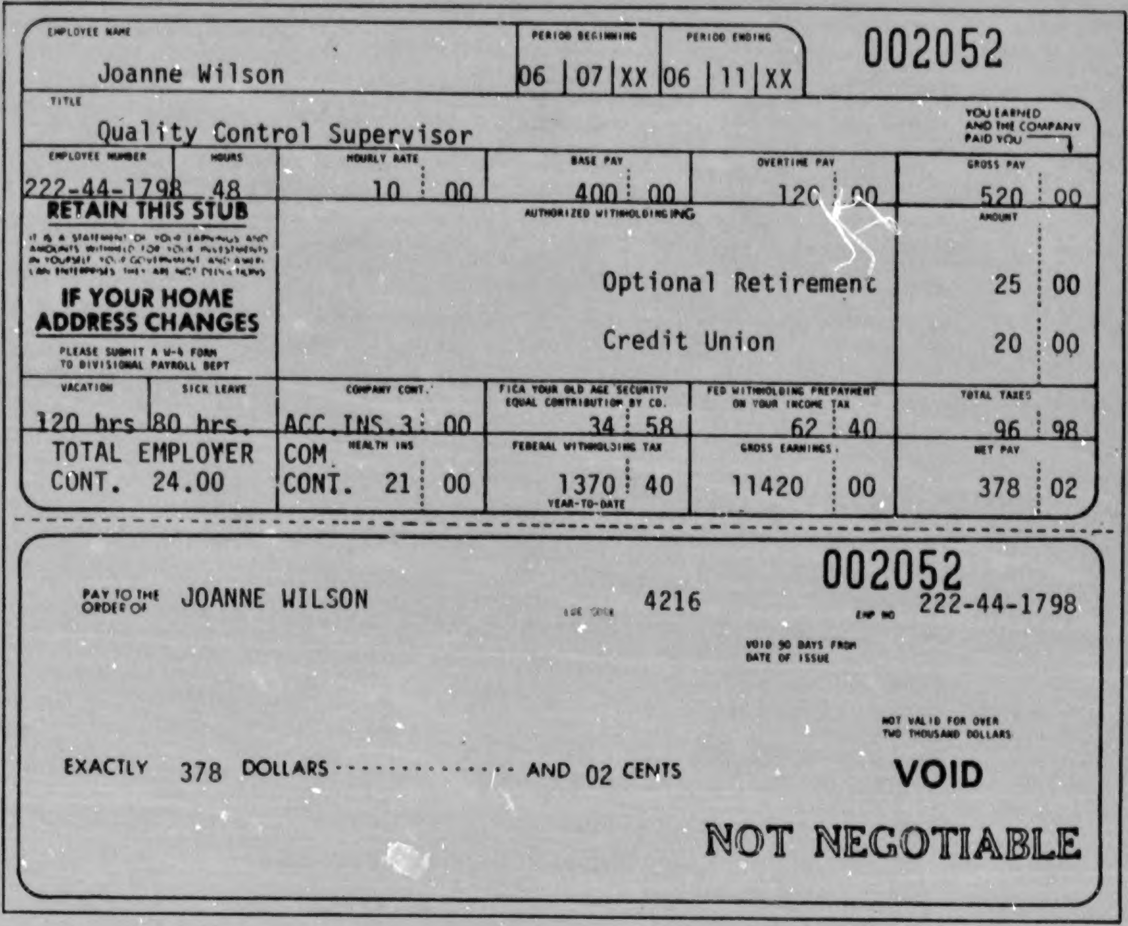
UNIT IV

UNDERSTANDING THE PAYCHECK

ACTIVITY SHEET 3--LOCATING INFORMATION ON A CHECK AND STUB

Directions: Study the check and stub below. Answer the following questions concerning the example.



EMPLOYEE NAME Joanne Wilson			PERIOD BEGINNING 06 | 07 | XX	PERIOD ENDING 06 | 11 | XX	002052
TITLE Quality Control Supervisor					YOU EARNED AND THE COMPANY PAID YOU
EMPLOYEE NUMBER 222-44-1798	HOURS 48	HOURLY RATE 10 00	BASE PAY 400 00	OVERTIME PAY 120 00	GROSS PAY 520 00
RETAIN THIS STUB **IF YOUR HOME ADDRESS CHANGES** PLEASE SUBMIT A W-4 FORM TO DIVISIONAL PAYROLL DEPT		AUTHORIZED WITHHOLDINGS	Optional Retirement Credit Union		AMOUNT 25 00 20 00
VACATION 120 hrs	SICK LEAVE 80 hrs.	COMPANY CONT. ACC. INS. 3 00	FICA YOUR OLD AGE SECURITY EQUAL CONTRIBUTION BY CO. 34 58	FED WITHHOLDING PREPAYMENT ON YOUR INCOME TAX 62 40	TOTAL TAXES 96 98
TOTAL EMPLOYER CONT. 24.00		HEALTH INS COM. CONT. 21 00	FEDERAL WITHHOLDING TAX 1370 40 YEAR-TO-DATE	GROSS EARNINGS 11420 00	NET PAY 378 02

002052

PAY TO THE ORDER OF JOANNE WILSON 4216

EMP NO 222-44-1798

VOID 90 DAYS FROM DATE OF ISSUE

NOT VALID FOR OVER TWO THOUSAND DOLLARS

EXACTLY 378 DOLLARS -------------- AND 02 CENTS

VOID

NOT NEGOTIABLE

A. What is the employee number? __________

B. How much money did Joanne take home? __________

C. What is Joanne's last name? __________

D. What is Joanne's gross pay? __________

E. What is the total of the voluntary deductions? __________

F. What is the total of the involuntary deductions? __________

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G. How much Social Security was held out of her check? __________

H. How many hours of vacation does Joanne have? __________

I. How much money did Joanne earn for overtime work? __________

J. How many hours did Joanne work during this pay period? __________

K. How much money did the company contribute to her fringe benefits? __________

L. What is Joanne's year-to-date gross earnings? __________

M. What is Joanne's title? __________

N. How much Federal Withholding Tax has Joanne paid year-to-date? __________

O. What is Joanne's hourly rate? __________

UNIT IV

UNDERSTANDING THE PAYCHECK

INFORMATION SHEET 3--TIME CLOCKS

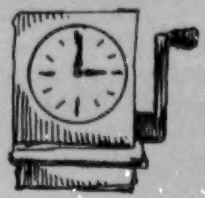
I. Purpose of Time Clocks

   A. Helps payroll department to keep an accurate record of hours worked by each employee

   B. Helps payroll department to figure each hourly employee's paycheck

   C. Helps payroll department to keep a record of vacation and sick leave used

   D. Helps ensure honesty



II. How Time Clocks Work

   A. Each hourly employee is issued a time card.

   B. Upon arrival at work, each employee is to put the card into the machine.

   C. Upon leaving work for any reason, each employee is to "punch out," or put the card into the machine.

III. Mechanical Time Clocks

   A. When the cards are put into the machine, the time is printed on the card.

   B. The payroll department collects the cards and figures the amount to be paid each employee by multiplying the number of hours worked by the hourly rate.

IV. Computerized Time Clocks

   A. When the cards are put into the machine, the time is recorded in the computer.

   B. Each employee is assigned a code number.

   C. Within each employee's file in the computer, the hourly rate, vacation, and sick leave information is kept.

   D. Instead of the payroll department collecting the information, the computer is programmed to automatically multiply the number of hours worked by each employee's hourly rate.

   E. Computerized time clocks save time and money, as well as cutting down on mistakes.

UNDERSTANDING THE PAYCHECK

ACTIVITY SHEET 4--LEARNING MORE ABOUT TIME CLOCKS

Directions: To learn more about the function of time clocks, take students to a business that uses time clocks. Students should have the opportunity to see the time clock in use.

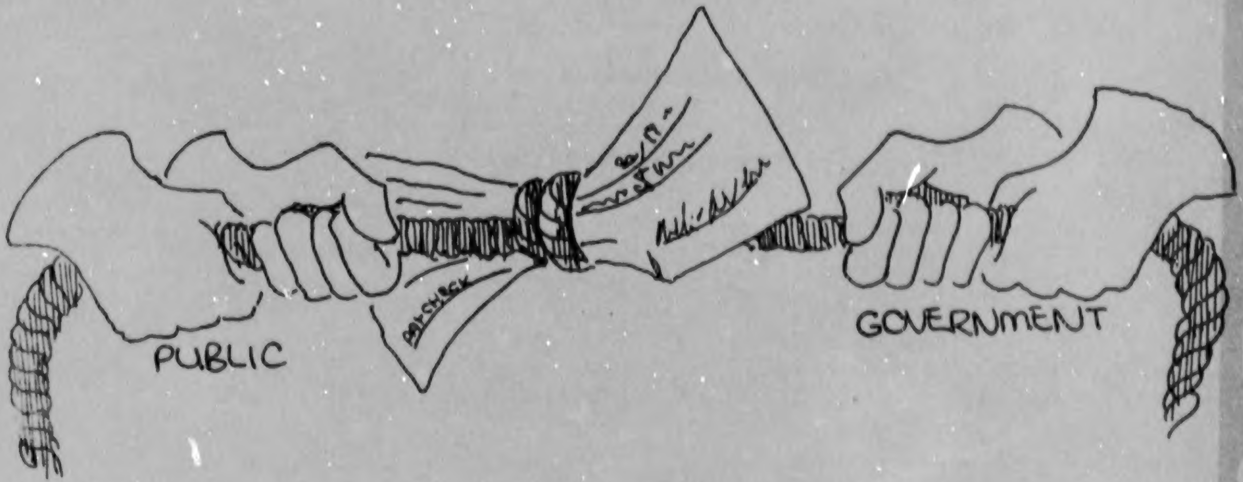
If taking a field trip is not possible, a person involved in payroll for a company that uses time clocks could speak to the class on the function of the time clock from his/her point of view.

UNIT IV

UNDERSTANDING THE PAYCHECK

INFORMATION SHEET 4--DEDUCTIONS--WHAT'S LEFT?

I. Involuntary Deductions



A. Federal Withholding Tax--Income Tax

1. A result of the 16th Amendment of the Constitution which was passed by Congress in 1909 and ratified by two-thirds of the states in February, 1913
2. Works as a graduated system--a person with a high income is taxed more than a person with a low income
3. Depending on the number of dependents and the amount you earn, money is deducted from your paycheck. At the end of the year, your gross income is compared to the Tax Tables to determine if the correct amount has been paid in. If too much has been paid in, the government will issue you a check. However, it is necessary to file an income tax return to get money back regardless of earnings.
4. The money the government collects from you is used according to priorities set by elected officials

B. Garnishment

1. Request of a firm for payment of a debt
2. A court order is necessary to garnish an employee's check

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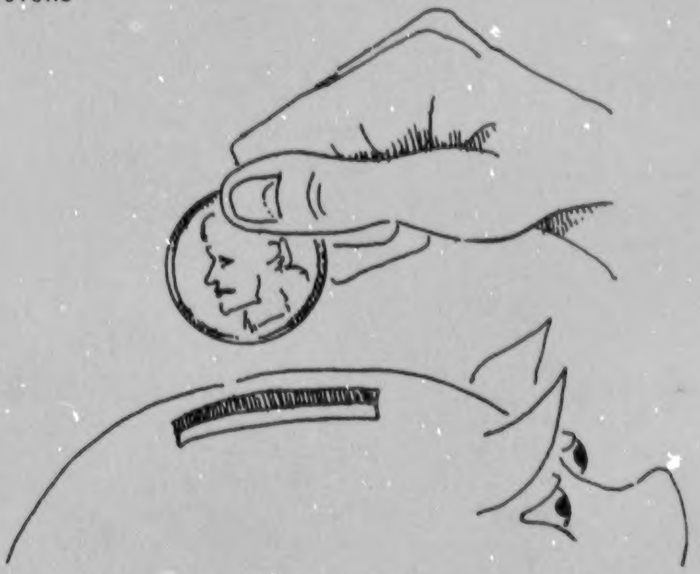
C. F.I.C.A.--Commonly called Social Security--F.I.C.A. stands for Federal Insurance Contributions Act

(NOTE: The letters F.I.C.A. will be used on check stubs.)

1. The purpose of the Social Security Act of 1935
    - a. To provide unemployment insurance for people out of work
    - b. To provide income for those who retire
    - c. To provide income for dependents in the event of a death of a worker
    - d. To provide income for the blind
2. In 1965, Congress passed an amendment to the Social Security Act to provide health insurance for those people 65 or older.
3. Employees are eligible for benefits from the program upon retirement or disability
4. Both a worker and his/her employer must pay into Social Security

II. Voluntary Deductions



A. Group health insurance and life insurance

(NOTE: Partial payment may be made by the employer.)

B. Credit Unions

(NOTE: Used to borrow from and/or to place money into savings.)

C. Association and union dues

(NOTE: Some union dues may not be voluntary if there is a contract with the union.)

D. Retirement fund

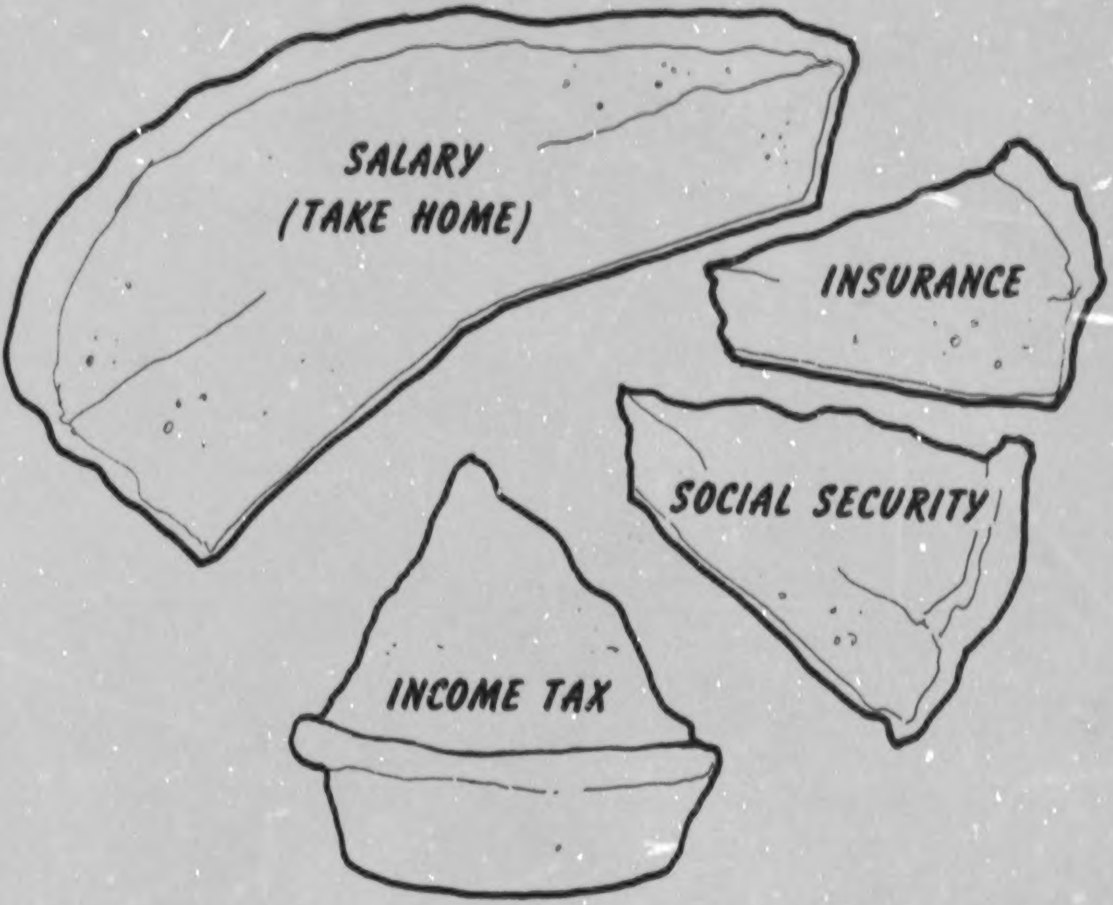
(NOTE: Some companies offer additional retirement plans other than Social Security.)

E. Disability Insurance

III. Gross Pay--the actual amount you earn before any deductions

IV. Net Pay--the amount of money your check is for

YOUR PIECE OF THE PIE

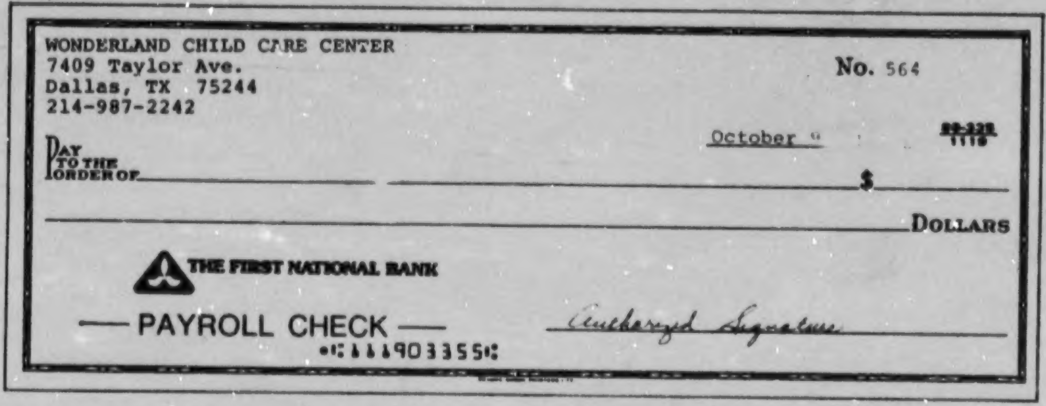

SALARY
(TAKE HOME)
INSURANCE
SOCIAL SECURITY
INCOME TAX

WHAT IS GROSS PAY ?

HOURLY RATE
x HOURS WORKED
GROSS PAY

SALARY AMOUNT
BEFORE DEDUCTIONS
GROSS PAY

GROSS PAY



WONDERLAND CHILD CARE CENTER
7409 Taylor Ave.
Dallas, TX 75244
214-987-2242

No. 564

October

88-328
1119

PAY TO THE ORDER OF ______ $ ______

______ DOLLARS

THE FIRST NATIONAL BANK

— PAYROLL CHECK —

Authorized Signature

⑆111903355⑆

TM-3

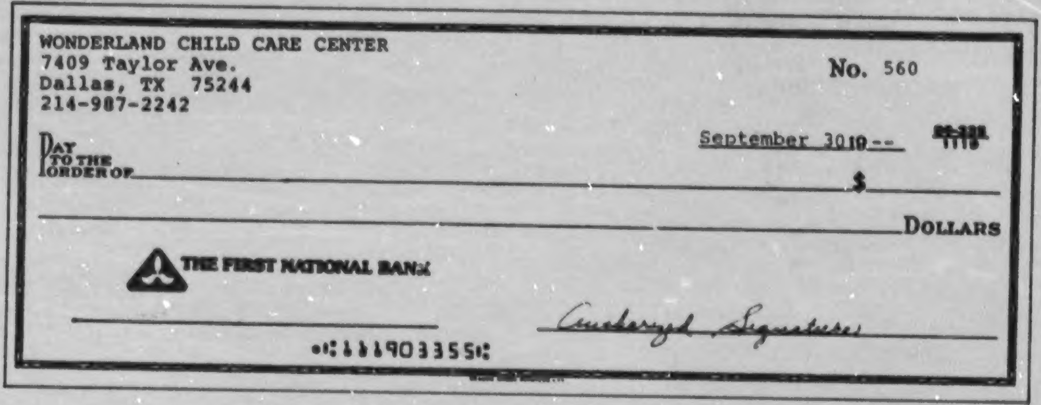
315

WHAT IS NET PAY ?

HOURLY RATE
x HOURS WORKED
GROSS PAY
- DEDUCTIONS
NET PAY

SALARY AMOUNT
BEFORE DEDUCTIONS
GROSS PAY
- DEDUCTIONS
NET PAY

NET PAY



WONDERLAND CHILD CARE CENTER
7409 Taylor Ave.
Dallas, TX 75244
214-987-2242

No. 560

September 30 19--

PAY TO THE ORDER OF ________ $ ______

________ DOLLARS

THE FIRST NATIONAL BANK

Authorized Signature

111903355

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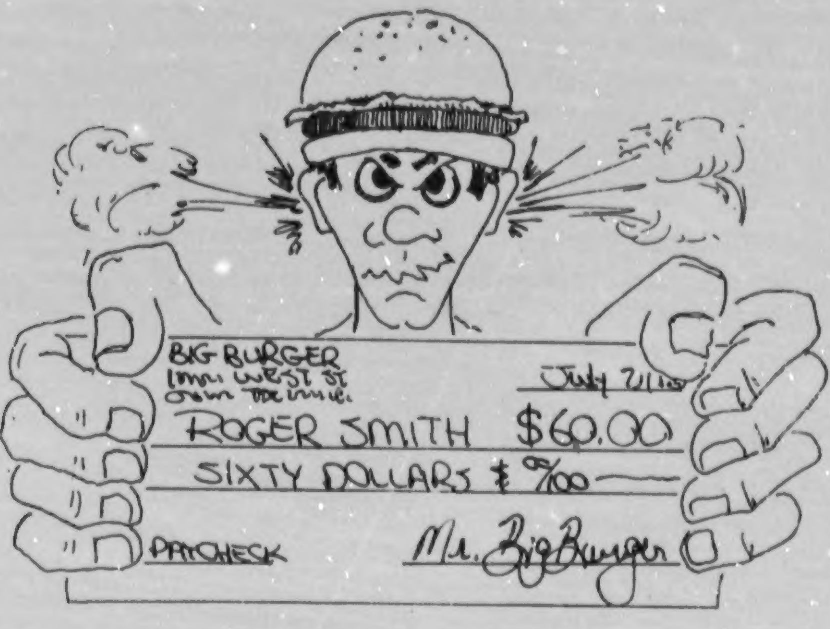
UNDERSTANDING THE PAYCHECK

ACTIVITY SHEET 5--FIGURING GROSS AND NET PAY

Roger Smith is really mad. He just received his first paycheck, and he did not make as much as he thought he would. When Big Burger hired Roger, they told him that he would make $4.00 per hour. Roger worked 20 hours this week, so he thought he would make $80.00. His check, however, was for $60.00.



Roger went to his supervisor to straighten out the problem and get his other $20.00. His supervisor explained to Roger that they must deduct Federal Withholding Tax and Social Security from his check. Roger now understands that you cannot count on taking home as much money as you actually earn.

See if you can figure the gross and net pay for the following people:

A. Alonzo worked 25 hours this week. His hourly rate is $5.00. Total deductions are $38.40. What is his gross pay? What is his net pay?

B. Brandy worked 20 hours this week. Her hourly rate is $3.35. Total deductions are $21.50. What is her gross pay? What is her net pay?

C. Tom worked 40 hours this week. He gets paid $12.00 an hour. Total deductions are $125.00. What is his gross pay? What is his net pay?

D. Lisa worked 160 hours this month. She gets paid $8.00 an hour. Her Federal Withholding Tax is $120.00. Her health insurance is $53.10. Her F.I.C.A. contribution is $83.00 What is her gross pay? What is her net pay?

E. Steve worked 40 hours this week. He gets paid $5.00 per hour. The amount of Federal Withholding Tax is $30.00. His F.I.C.A. contribution is $20.00. What is his gross pay? What is his net pay?

F. Vinnie worked 15 hours this week. He gets paid $4.00 per hour. Total deductions are $22.35. What is his gross pay? What is his net pay?

G. Marcia worked 32 hours this week. She gets paid $10.00 an hour. Her health insurance is $62.00. Her federal withholding tax is $120.00. What is her gross pay? What is her net pay?

H. Pat worked 10 hours this week. He gets paid $6.40 an hour. His deductions are $22.65. What is his gross pay? What is his net pay?

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I. Barbara worked 20 hours this week. She gets paid $4.25 an hour. Her deductions are $31.42. How much money will her check be written for?

J. Sharron worked 29 hours this week. She gets paid $3.00 an hour. Her deductions are $15.00. What is her gross pay? What is her net pay?

UNIT IV

UNDERSTANDING THE PAYCHECK

INFORMATION SHEET 5--PROFESSIONAL ORGANIZATIONS AND LABOR UNIONS

I. Labor Unions

  A. Purpose of labor unions

    1. To organize workers so that they may bargain collectively with an employer

    2. Under collective bargaining, labor unions and employers can discuss what each expects in the way of hours worked, fringe benefits, salaries (wages), etc. Collective bargaining steps are:

      a. Union makes demands

      b. Company makes counter offer

      c. Agreement is reached

      d. Written up as a contract

  B. Advantages of labor unions

    1. An organized group of workers is more likely to get something done than a single worker.

    2. Unions help secure safer working conditions.

    3. They help secure higher pay.

    4. Unions help secure better fringe benefits.

  C. Disadvantages

    1. Higher salaries (wages) and fringe benefits can cause prices to go up.

    2. Strikes are a strong possibility (Employees receive no wages if they go on strike; however, they may receive some pay from the union).

    3. Members must pay dues to the union.

II. Professional Organizations

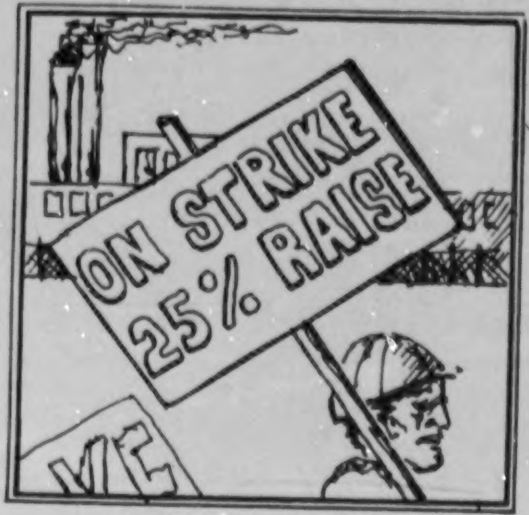
  A. Advantages

    1. Keeps members informed of latest information related to their jobs

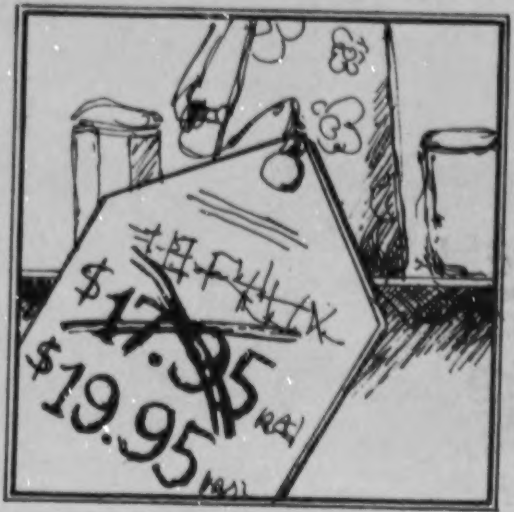
    2. Interested in the welfare of members

  B. Disadvantage--Sometimes charge high fees for membership

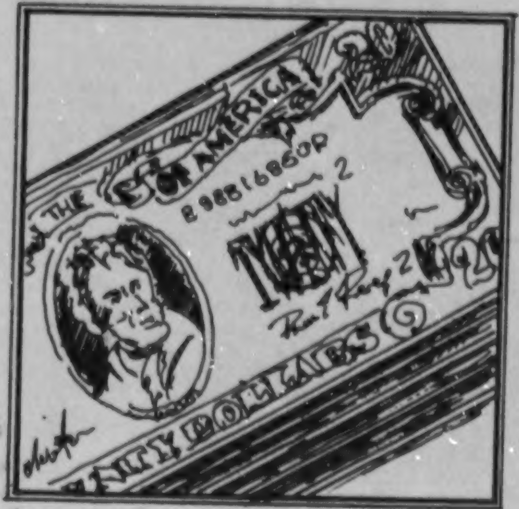
UNIONS CAN COST MONEY


ON STRIKE
25% RAISE

WORKERS DEMAND
HIGHER PRICES

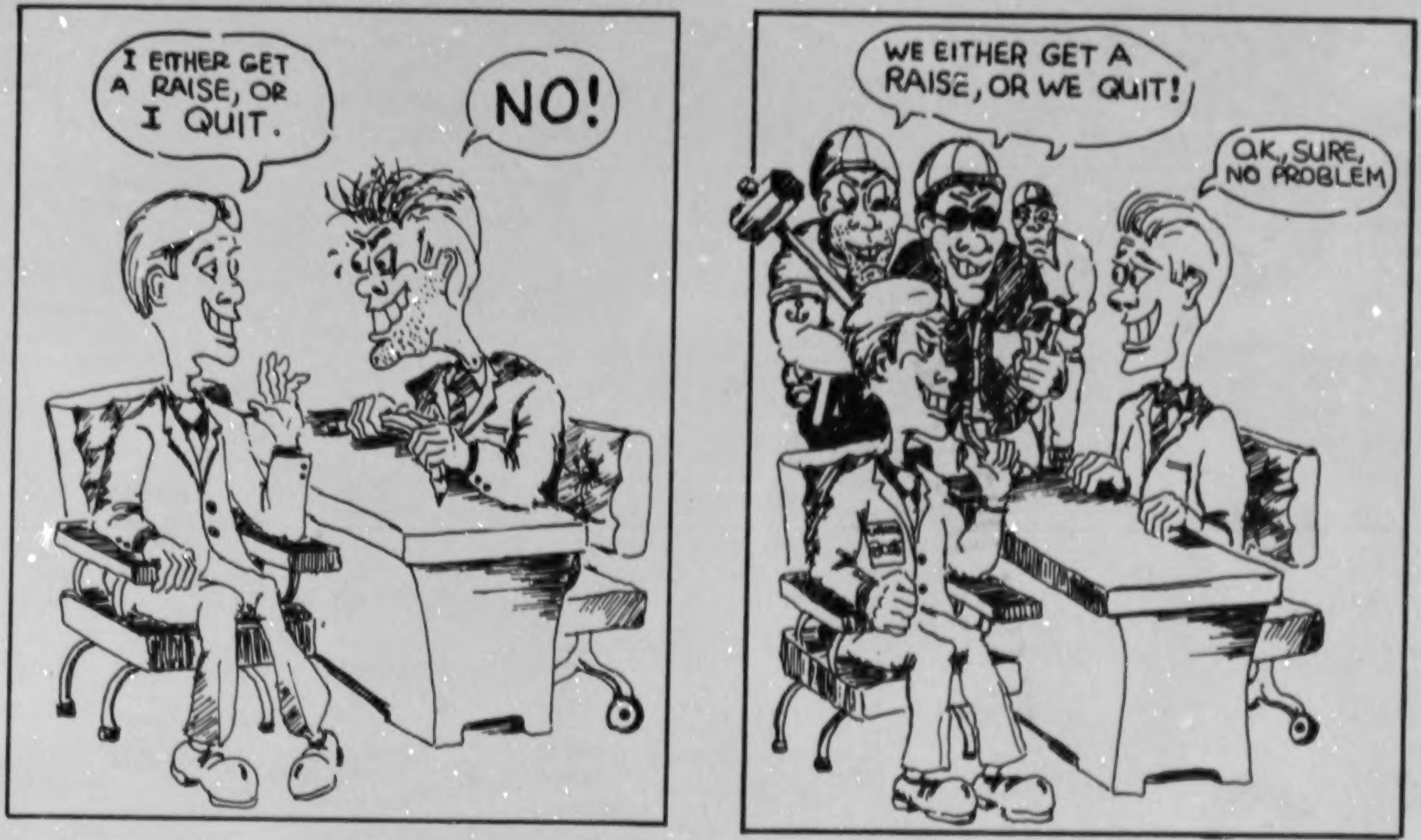


COMPANY MUST CHARGE
HIGHER PRICE FOR PRODUCT
IN ORDER TO MAKE A PROFIT


THE
AMERICA
DOLLARS

COSTS MORE FOR YOU

IS THERE STRENGTH IN NUMBERS ?


I EITHER GET A RAISE, OR I QUIT.
NO!
WE EITHER GET A RAISE, OR WE QUIT!
O.K., SURE, NO PROBLEM

TM-6

327

UNIT IV

UNDERSTANDING THE PAYCHECK

ACTIVITY SHEET 6--LEARNING MORE ABOUT LABOR UNIONS

Directions: To help the student learn more about the functions of labor unions, select several students to role play the management of a company. The other students in the class are to be members of the union.

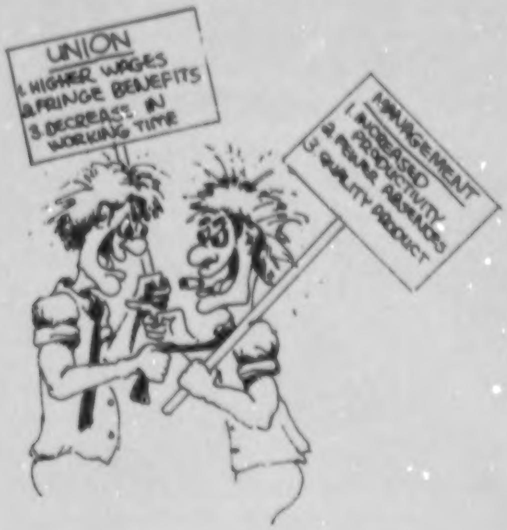
Have the students role play a meeting of the union members and the management of the company. The issues of the meeting are:

Management wants:

1. An increase in productivity
2. Fewer absences of employees
3. An increase in the quality of the product

Union members want:

1. Higher wages
2. More fringe benefits--vacation time, sick leave, paid insurance
3. Decrease in working time


UNION
1. HIGHER WAGES
2. FRINGE BENEFITS
3. DECREASE IN WORKING TIME
MANAGEMENT
1. INCREASED PRODUCTIVITY
2. FEWER ABSENCES
3. QUALITY PRODUCT

Suggested Follow-up Questions:

1. Do you think unions are beneficial?

2. How far do you think one person would get with management? Explain your answer.

3. Would you join a union if you were employed in an occupation in which membership was an option?

UNIT IV

UNDERSTANDING THE PAYCHECK

UNIT TEST--PART 1

Match the following terms and definitions by placing the correct number in the blanks at the left.

_____a. Strike

_____b. Time clock

_____c. Net pay

_____d. Minimum wage

_____e. Gross pay

_____f. W-4 form

_____g. Fringe benefits

_____h. Collective bargaining

_____i. Life insurance

_____j. Pay periods

_____k. Social security

_____l. Voluntary deductions

_____m. Dependents

_____n. Union

_____o. Involuntary deductions

1. a form used to show the number of dependents you are claiming
2. an organized group of members of a company who come together to encourage management to agree on certain things
3. money given to workers for a special service performed
4. union members stopping work in order to pressure companies into doing what they want
5. money paid into the government based on the amount you earn
6. labor unions and management of companies trying to reach an agreement
7. those who depend on you for support
8. a procedure through which a person or firm can arrange to have money you owe deducted from your pay
9. the specific time between payroll checks
10. a machine used to record time worked by an employee
11. those things that you decide to have deducted from your paycheck
12. a form given to every worker showing the total amount earned during a given year
13. the amount of money you earned before anything is deducted

_____p. Garnishment

_____q. Health insurance

_____r. Income tax

_____s. Tips

_____t. W-2 form

14. the amount of money you earn after deductions

15. the lowest wage permitted to be paid per hour as determined by the federal government

16. a means by which you can put a small amount of money into a fund, and draw a usually large amount payable to the person you decide upon in the event of your death

17. money taken out of your check which you have not asked to be taken out

18. payments an employee receives other than in the form of money

19. federal insurance paid by the employer and employee in equal amounts to cover retirement, survivors, disabilities, and medical insurance for those people 65 and older

20. a means by which you can put money into a fund and have all or part of your medical bills paid should you require medical attention

UNIT IV

UNDERSTANDING THE PAYCHECK

UNIT TEST--PART 2

A. Name the five common pay periods.

1.

2.

3.

4.

5.

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____1. Salary is the fixed amount paid, usually on a monthly basis.

_____2. Wage is a charge for a professional service usually associated with a contract.

_____3. Fee is the payment received according to an hourly, daily, or piecework basis.

_____4. The four ways payment can be received are by check, cash, discount on goods and services, and tips.

_____5. Commission is payment according to sales.

C. Put a check in the blank next to the terms which are fringe benefits.

_____1. Paid holiday

_____2. Paid vacation

_____3. Union dues

_____4. Paid sick days

_____5. F.I.C.A.

_____6. Uniforms

_____7. Expenses

_____8. Partial paid or paid health insurance

UNIT IV

UNDERSTANDING THE PAYCHECK

UNIT TEST--PART 3

Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____1. Should too much income tax be paid in, the government will issue you a check if you file a return.

_____2. It is not necessary to file an income tax return to get money back.

_____3. A person with a higher income is taxed more than a person with a lower income.

_____4. Income tax monies collected are used according to priorities set by elected officials.

_____5. A court order is necessary to garnish an employee's check.

_____6. Only workers pay into Social Security.

_____7. The letters F.I.C.A. will be found on your check stub.

_____8. The only way for you to receive Social Security benefits is to retire.

____9. The term F.I.C.A. stands for Federal Insured Contractor's Act.

____10. Some companies offer additional retirement plans other than Social Security.

____11. Group health and life insurance are voluntary deductions.

____12. If an employer tells you that you will earn $100.00 a week, you can expect to bring home $100.00.

UNIT IV

UNDERSTANDING THE PAYCHECK

UNIT TEST--PART 4

1. Explain the purpose of labor unions?

2. List three of the four advantages of labor unions.
   1.
   2.
   3.

3. List three disadvantages of labor unions.
   1.
   2.
   3.

4. List one advantage of joining professional organizations.

5. What is the major disadvantage of professional organizations?

UNIT IV

UNDERSTANDING THE PAYCHECK

UNIT TEST--PART 5

Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____1. Time clocks help the payroll department keep an accurate record of hours worked by each employee.

_____2. Time clocks do not help keep a record of vacation and sick leave used.

_____3. Each hourly employee is issued a time card.

_____4. Employees are only required to use the clock to punch in when they arrive for work.

_____5. There are two types of time clocks--mechanical and computerized.

UNIT V

PERSONAL MONEY MANAGEMENT

UNIT OBJECTIVE

After completing this unit, the student will be able to describe those concepts and skills necessary for personal money management. This will be evidenced through demonstration and by successfully completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit of instruction, the student will:

1. Match terms associated with personal money management to their correct definitions
2. Explain the principle of inflation, giving examples
3. Recognize the rules of budgeting and the reasons for using a budget
4. List the different parts of a budget
5. Explain how to plan a budget
6. Point out reasons for opening a savings account and name the different types of savings accounts available
7. Identify advantages of a checking account and explain the correct usage of a checking account
8. Explain the loan service provided by banks
9. List special services provided by commercial banks
10. Follow the correct procedures in filling out a deposit slip
11. Explain the correct procedure in keeping a checkbook register
12. Follow the correct procedures in completing a check
13. List the steps of reconciling a bank statement
14. Follow the correct procedures in reconciling a bank statement
15. Recognize the importance of making change correctly
16. Figure and count change correctly

UNIT V

PERSONAL MONEY MANAGEMENT

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the student.

   B. Discuss each specific objective.

   C. Have the student complete the objectives in a sequence best suited for your classroom.

   D. Add any objectives necessary to meet fully the needs of the unit and the student.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Have the student read the terms and definitions.

      2. To reinforce understanding of terms and definitions, the student may be asked to write sentences using the words.

      3. Complete ACTIVITY SHEET 1--MONEY MANAGEMENT TERMS AND DEFINITIONS PUZZLE.

   B. INFORMATION SHEET 2--HOW INFLATION AFFECTS YOU

      1. Discuss with the students the Gross National Product and the part it plays within our economy. Use TM-1--GROSS NATIONAL PRODUCT to promote discussion.

      2. Using TM-2--STEPS TO INFLATION, discuss how inflation occurs.

      3. Complete ACTIVITY SHEET 2--DEFINING INFLATION AND RELATING IT TO THE COST OF LIVING and ACTIVITY SHEET 3--INFLATION AFFECTS YOUR BUYING POWER.

      4. Discuss ways to plan against inflation.

   C. INFORMATION SHEET 3--NEED FOR A BUDGET

      1. Lead the students in discussing why planning a budget is a good idea.

      2. Have the students give examples of wants and needs.

      3. Let the students discuss the differences between wants and needs and give examples from their own experiences on how wants and needs can vary from person to person.

(NOTE: You may want to list the wants and needs of the students on the chalkboard to reinforce how they may differ.)

4. Using student examples, show how it is often necessary to be flexible in life in fulfilling wants and needs.

5. Discuss different ways money can be wasted and encourage students to illustrate ways they are wasteful or thrifty.

6. Use TM-3--SPENDING GOALS to promote classroom discussion and have the students suggest reasons, in addition to those on the Information Sheet, for having a budget.

7. Discuss how individuals may or may not be comfortable in dealing with financial problems.

8. Complete ACTIVITY SHEET 4--PUTTING SPENDING GOALS IN ORDER OF IMPORTANCE.

D. INFORMATION SHEET 4--PARTS OF A BUDGET

1. Write the three parts of a budget on the chalkboard, leaving space after each topic. Have the students tell what they think should make up each part and the reasons for their opinions.

2. Have the students suggest some occupations that have fixed salaries and some with assumed wages.

3. Have the students tell if their parents' jobs are compensated by fixed income or assumed income.

4. Complete ACTIVITY SHEET 5--SETTING GOALS TO BUDGET FOR.

5. Show TM-4--SAVINGS GOALS in giving examples of different types of goals.

   (EXAMPLES: Personal, occuptional, or financial.)

6. Have the students discuss their ideas of short- and long-term savings goals.

7. Provide an example of a fixed expense and flexible expense.

   (EXAMPLE: A house payment is fixed; the cost of clothing is flexible.)

8. Use ACTIVITY SHEET 6--FIXED AND FLEXIBLE EXPENSES to promote class discussions.

E. INFORMATION SHEET 5--IDEAS ON BUDGETING

1. Discuss the fact that all budgets are basically the same, regardless of size.

   (EXAMPLE: The federal budget is larger but is basically the same as a personal budget.)

2. Discuss with students the effect of inflation on a person's budget. Have the students give examples.

3. Go over the various fixed and flexible expenses, having the class give an example of each.

4. Make a list of unexpected expenses, having the students add examples to the list.

5. Complete ACTIVITY SHEET 7--PLANNING YOUR OWN BUDGET.

6. Have the students determine their fixed and flexible expenses.

7. Show TM-5--EXPENSES to reinforce this area of instruction.

F. INFORMATION SHEET 6--SERVICES OFFERED BY BANKS

1. Use the following transparencies to promote class discussion:

    a. TM-6--WHERE SHOULD YOU KEEP YOUR MONEY?

    b. TM-7--BANK SERVICES

    c. TM-8--AUTOMATED TELLER MACHINE

2. Use ACTIVITY SHEET 8--BANKS AND BANKING SERVICES to reinforce what services are offered by commercial banks.

3. If there is a Federal District Bank near your community, arrange for a tour of the bank.

4. Ask a member of the Board of Directors of a local bank to speak on banking services and career opportunities in banking.

5. Obtain from the local library a filmstrip on banking services.

6. Call a local bank to see what free instructional materials it provides for schools. Many banks provide learning booklets that include worksheets and activities for each student.

G. INFORMATION SHEET 7--USING A CHECKING ACCOUNT

1. Use TM-9--HOW CHECKS TRAVEL to promote class discussion.

2. Use the following Activity Sheets to reinforce this area of instruction:

    a. ACTIVITY SHEET 9--WRITING A CHECK

    b. ACTIVITY SHEET 10--COMPLETING A DEPOSIT SLIP

    c. ACTIVITY SHEET 11--USING A CHECKING ACCOUNT

    (NOTE: Keep the check register from this activity to use with ACTIVITY SHEET 12-RECONCILING THE BANK STATEMENT.)

H. INFORMATION SHEET 8--RECONCILING THE BANK STATEMENT

1. Use ACTIVITY SHEET 12--RECONCILING THE BANK STATEMENT to reinforce this area of instruction.

2. Review the step-by-step process of reconciling the bank statement.

3. Provide additional practice in using a checking account and reconciling a bank statement as needed by the students.

4. Have the students practice finding errors in check registers.

I. INFORMATION SHEET 9--MAKING CHANGE

1. Use the following Activity Sheets to reinforce this area of instruction:

   a. ACTIVITY SHEET 13--MAKING CHANGE

   b. ACTIVITY SHEET 14--GIVING IT ALL IN COINS

   c. ACTIVITY SHEET 15--USING THE FEWEST AMOUNT OF COINS

2. If possible, use play money with at least one of the activities, so that the students will be exposed to counting money back to others.

III. Answers to Activity Sheets

A. Some of the Activity Sheets will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The test is divided into nine parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of the unit and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Basic Life Skills for Cooperative Part-Time Training. Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

B. Cafeteria Occupations: Cashier, Cooperative Part-Time Training. Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

UNIT V

PERSONAL MONEY MANAGEMENT

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

ACROSS

1. collateral
5. certified
6. needs
7. endorsement
9. gross
10. inflation
14. serial
15. counterfeit
17. reconciling
18. bank
19. signature

DOWN

1. canceled
2. loan
3. voiding
4. denomination
8. deposit
11. interest
12. service
13. overdraft
16. wants

ACTIVITY SHEET 2

1. Larger purchases would be harder hit by inflation.
2. Try to find out what the rate of inflation is, and plan ahead for spending.
3. Yes. In order to purchase the quanity and quality that is needed.

ACTIVITY SHEET 3

1. Yes
2. About the same--even though the minimum wage is higher, prices have also increased
3. Inflation

ACTIVITY SHEET 4

Suggested Answers

a. 5
b. 4
c. 6
d. 3
e. 7
f. 1
g. 2

(NOTE: Answers are primarily based on personal values. However, responsibility to important tasks should be stressed.)

ACTIVITY SHEET 5

Evaluated to the satisfaction of the instructor.

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ACTIVITY SHEET 6

A. 1
B. 2
C. 2
D. 2
E. 1
F. 1
G. 2
H. 2
I. 2
J. 2
K. 2
L. 2
M. 2
N. 2
O. 2
P. 2
Q. 2
R. 2
S. 2
T. 2

ACTIVITY SHEET 7

Evaluated to the satisfaction of the instructor.

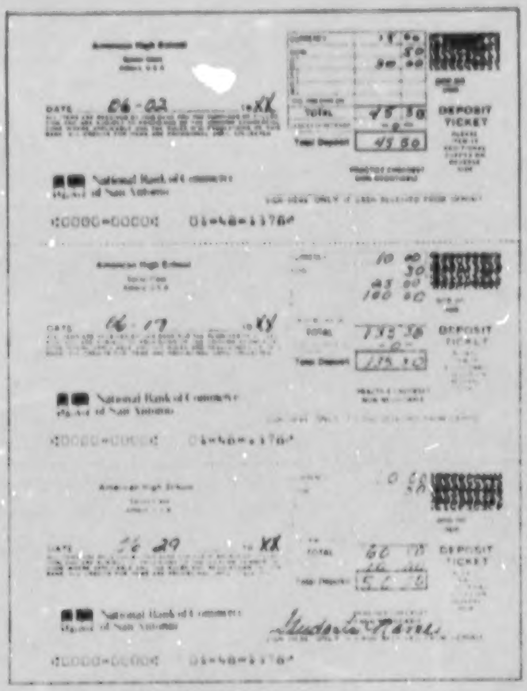
ACTIVITY SHEET 8

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 9

A. 175
B. April 21, 1984
C. Lee Paint Store
D. $15.72
E. $101.25
F. $361.32
G. $462.57
H. $446.85

ACTIVITY SHEET 10

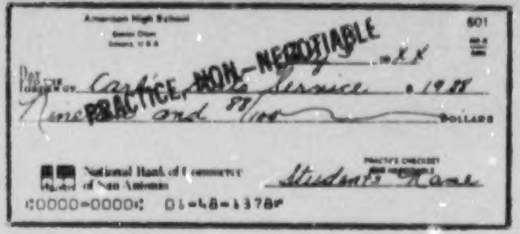


DATE 06-03 19XX
Total Deposit 45 50
DEPOSIT TICKET
National Bank of Commerce

DATE 06-17 19XX
Total Deposit
DEPOSIT TICKET
National Bank of Commerce

DATE 19XX
Total Deposit
DEPOSIT TICKET
National Bank of Commerce

ACTIVITY SHEET 11


American High School

501

PRACTICE, NON-NEGOTIABLE

July 3 19 XX

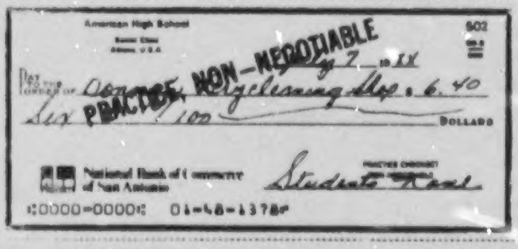
Pay to the order of Carl's Auto Service $ 19.88

Nineteen and 88/100 Dollars

National Bank of Commerce of San Antonio

Student's Name

:0000-0000: 01-48-1378


American High School

502

PRACTICE, NON-NEGOTIABLE

July 7 19 XX

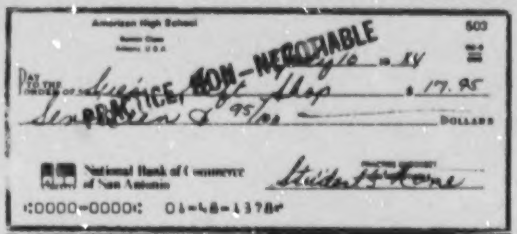
Pay to the order of Donna's Drycleaning Shop $ 6.40

Six and 40/100 Dollars

National Bank of Commerce of San Antonio

Students Name

:0000-0000: 01-48-1378


American High School

503

PRACTICE, NON-NEGOTIABLE

July 10 19 XX

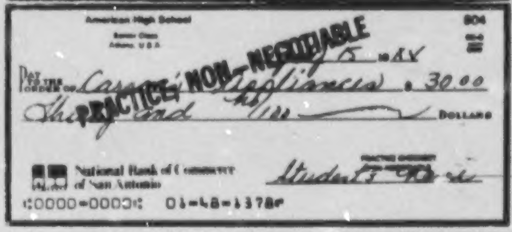
Pay to the order of Sue's Gift Shop $ 17.95

Seventeen & 95/100 Dollars

National Bank of Commerce of San Antonio

Student's Name

:0000-0000: 01-48-1378


American High School

504

PRACTICE, NON-NEGOTIABLE

July 15 19 XX

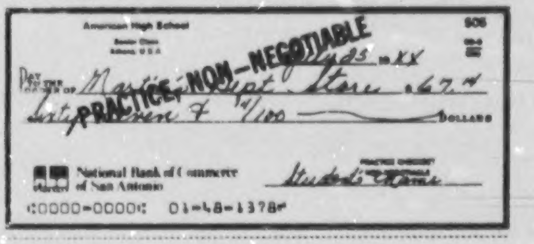
Pay to the order of Larson's Appliances $ 30.00

Thirty and 00/100 Dollars

National Bank of Commerce of San Antonio

Student's Name

:0000-0000: 01-48-1378


American High School

505

PRACTICE, NON-NEGOTIABLE

July 25 19 XX

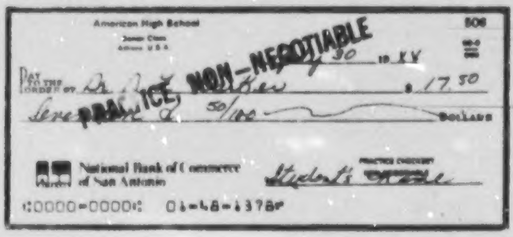
Pay to the order of Martin's Dept Store $ 67.14

Sixty-seven & 14/100 Dollars

National Bank of Commerce of San Antonio

Student's Name

:0000-0000: 01-48-1378


American High School

506

PRACTICE, NON-NEGOTIABLE

July 30 19 XX

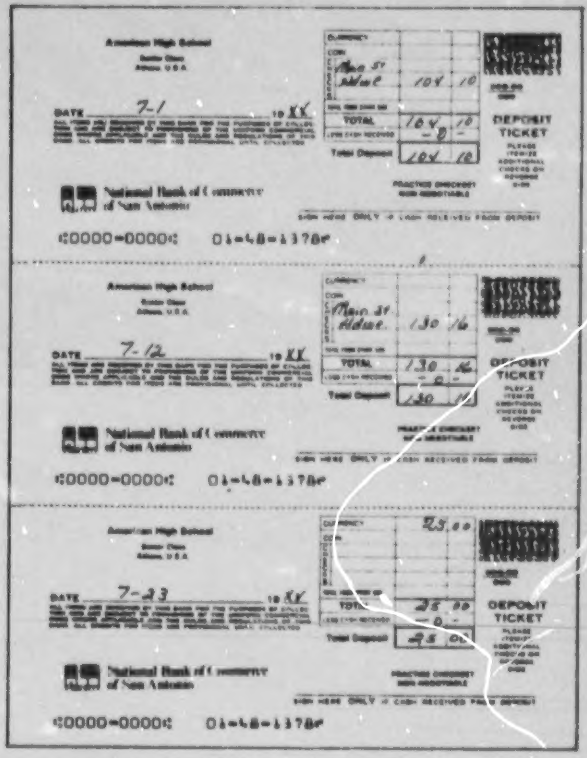
Pay to the order of Dr. J. D. Barker $ 17.50

Seventeen & 50/100 Dollars

National Bank of Commerce of San Antonio

Student's Name

:0000-0000: 01-48-1378


American High School

DATE 7-1 19 XX

CURRENCY		
COIN		
Main St. Adm.	104	10
TOTAL	104	10
	-0-	
Total Deposit	104	10

DEPOSIT TICKET

National Bank of Commerce of San Antonio

:0000-0000: 01-48-1378

American High School

DATE 7-12 19 XX

CURRENCY		
COIN		
Main St. Adm.	130	16
TOTAL	130	16
	-0-	
Total Deposit	130	16

DEPOSIT TICKET

National Bank of Commerce of San Antonio

:0000-0000: 01-48-1378

American High School

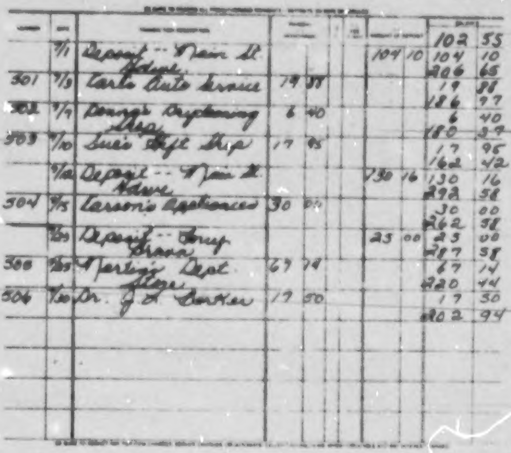
DATE 7-23 19 XX

CURRENCY	25	00
TOTAL	25	00
	-0-	
Total Deposit	25	00

DEPOSIT TICKET

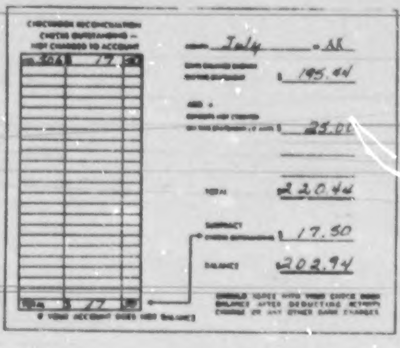
National Bank of Commerce of San Antonio

:0000-0000: 01-48-1378



									102	55
	7/1	Deposit -- Main St. Adm.					104	10	104	10
									206	65
501	7/3	Carl's Auto Service	19	88					19	88
									186	77
502	7/7	Donna's Drycleaning Shop	6	40					6	40
									180	37
503	7/10	Sue's Gift Shop	17	95					17	95
									162	42
	7/12	Deposit -- Main St. Adm.					130	16	130	16
									292	58
504	7/15	Larson's Appliances	30	00					30	00
									262	58
	7/23	Deposit -- Tony Brown					25	00	25	00
									287	58
505	7/25	Martin's Dept Store	67	14					67	14
									220	44
506	7/30	Dr. J. D. Barker	17	50					17	50
									202	94

ACTIVITY SHEE: 12


CHECKBOOK RECONCILIATION

CHECKS OUTSTANDING — NOT CHARGED TO ACCOUNT

506	17	50
TOTAL	17	50

July 19 XX

$ 195.44

ADD +

$ 25.00

TOTAL $220.44

SUBTRACT $ 17.50

BALANCE $202.94

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ACTIVITY SHEET 13

	1¢	5¢	10¢	25¢	50¢	$1.00	$5.00	$10.00
1	2	1	1	1		1	1	
2	2		2	1				
3	4		1	1		4		
4	1	1	1	1				
5	2	1	1		1	3		
6	4		1	1	1	3		
7	3		1				1	1
8	2	1		1	1	1	1	
9	2		2		1	4	1	
10	4		2		1			
11	4	1	1	1	1	4		
12	3					1	1	
13	1	1			1			1
14	3	1		1	1	3		
15	4			1	1			1
16	1	1		1	1	3		
17	2	1			1			
18	3	1		1			1	
19	1		2			2		
20	2			1	1		1	
21	3		2			2		3
22	2			1				
23	1		1		1			
24	2			1		3		
25	1			1			1	1
26	1		2		1	1		
27	3		1			1	1	
28	3	1	1		1	4		
29			1	1		1		
30		1				4		

ACTIVITY SHEET 14

	Pennies	Nickels	Dimes	Quarters	Halves	Ones
I.						
a.	4				1	2
b.	2			1		4
c.				1		1
d.	2					3
e.	4	1		1	1	
f.	2	1	1	1	1	3
II.						
a.		1				1
b.	2		1	1	1	3
c.			1	1	1	7
d.	1					7

III.	Pennies	Nickels	Dimes	Quarters	Ones	Fives	Tens
a.		1			2		
b.	2		2	2	3		
c.	3		1	3	4		1
d.	1	1		3	1	1	
e.	3		1		2		

ACTIVITY SHEET 15

	Pennies	Nickels	Dimes	Quarters	Halves	Ones
a.			1		1	
b.	3					
c.	3	1				
d.	2		1			
e.		1	1	1		
f.	1	1	1	1		
g.	3	1		1	1	
h.				1		1
i.	3		1	1		1
j.				1	1	3
k.	2	1	1		1	
l.	4		1	1		2
m.			2	1		6
n.	3			1		7
o.	1				1	2
p.	2		1	1	1	3
q.	3		2			4
r.	1	1			1	3
s.	1			1	1	2
t.	4		1	1		1

UNIT V

PERSONAL MONEY MANAGEMENT

ANSWERS TO UNIT TEST

PART 1

1. c
2. j
3. d
4. o
5. i
6. s
7. h
8. f
9. q
10. a
11. e
12. n
13. b
14. l
15. p
16. m
17. g
18. t
19. r
20. k

PART 2

1. T
2. F
3. F
4. T
5. F
6. F
7. F
8. T
9. T
10. F

PART 3

1. A
2. B
3. A
4. A
5. B
6. B
7. A
8. B
9. A
10. B

PART 4

1. Income
    a. Fixed salary
    b. Assumed wages

2. Expenses
    a. Fixed expenses
    b. Flexible expenses

3. Savings goals
    a. Short-term savings goals
    b. Long-term savings goals

PART 5

A. 1. simple
    2. adjustable
    3. income
    4. fixed
    5. flexible
    6. money

B. 1. T
    2. F
    3. T
    4. T
    5. F
    6. T
    7. F
    8. T
    9. F

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PART 6

A. 1. F
2. T
3. T
4. F
5. T
6. T

B. 1. e
2. f
3. a
4. b
5. c
6. d
7. h
8. i
9. g

PART 7

A. Answers may vary but should include three of the following:
1. Offers a convenient way to pay bills
2. Provides a record of money spent
3. Canceled checks provide legal proof of payment and serve as a receipt for tax purposes
4. Serves as a credit reference
5. Provides for the safety of money from theft or loss

B. 1. 3
2. 1
3. 2
4. 4

C. 1. x
2. x
3. x
4.
5.
6.
7. x
8. x
9. x
10. x
11.

D. 1. x
2. x
3. x
4. x
5.
6. x
7. x
8.

E. 1. Register or stub
2. Number
3. Amount
4. Balance

PART 8

A. 1
2
3
4

B. 1. 4
2. 8
3. 3
4. 6
5. 1
6. 7
7. 5
8. 2

C. Three of the following:

1. Check your figuring on the worksheet for possible errors in mathematics.
2. Check the figuring in your checkbook for possible math errors.
3. Compare the amounts of the canceled checks with the amount recorded on the check stub or register.
4. Check to see if all deposits were recorded correctly by the bank and by you in the register.
5. Be sure all service charges were recorded and deducted correctly.

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PART 9

	1¢	5¢	10¢	25¢	50¢	$1.00	$5.00	$10.00	$20.00
1	3		2		1		1		
2	2	1		1	1	1			
3	1		2			2			
4	3	1		1					
5	3	1				3			
6	4	1					1		
7				1	1	4			
8	2					2			
9	3	1	1	1	1	1			
10	3		2	1		3			
11	2			1		1			
12	4				1	2	1		
13	4	1	1		1		1		
14	3		2			1			
15	2		1		1		1		
16	3	1	1	1	1	3			
17	2				1	4			1
18	1			1	1	3	1		
19	4	1	1		1	2	1		
20	4		1	1	1	2			

UNIT V

PERSONAL MONEY MANAGEMENT

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Bank statement--a report sent to the customer that includes a record of all deposits, a list of all checks that have been paid by the bank, all bank charges, and canceled checks

2. Canceled check--a check that has been paid by the bank. The check is then returned to you with the bank statement.

3. Certified check--a type of guaranteed check; the bank stamps the personal check of a customer, then holds the amount of the check from the customer's account until the check is cashed

4. Collateral--something of value held by a bank as security to guarantee repayment of a loan

5. Counterfeit bill--money made by an individual but not approved by the U.S. government. You can tell the difference by holding a bill to the light. If the bill has blue and red thread-like lines in it, it is a genuine bill.

6. Denomination--value or size of a piece of money

7. Deposits in transit--deposits that were recorded on the account holder's check register, but were not processed at the bank in time to be included on the bank statement

8. Endorsement--Signature on the back of a check that allows it to be cashed or deposited

9. Gross National Product--the total value of products that are produced in this country

10. Interest rate--the amount of money charged for borrowed money--the amount paid to a depositer for money in a savings account

11. Inflation--an increase in the amount of money and credit available to purchase goods, without an increase in the amount of goods available, resulting in a rise in the general price of goods.

12. Loan--money borrowed with promise to pay

13. Needs--something that is necessary or required for your well-being

14. Overdraft--the total amount of checks written on an account is more than the amount deposited into the account

15. Reconciling a bank statement--another way of saying "balancing the checkbook"; process of getting the checkbook balance and the bank's balance to match

16. Serial number--numbers on bills which identify them

17. Service charge--fee charged by the bank for handling checking accounts

18. Signature card--card on file at the bank that shows the signature of persons authorized to write checks on an account

19. Voiding a check--tearing up a check that has been written incorrectly

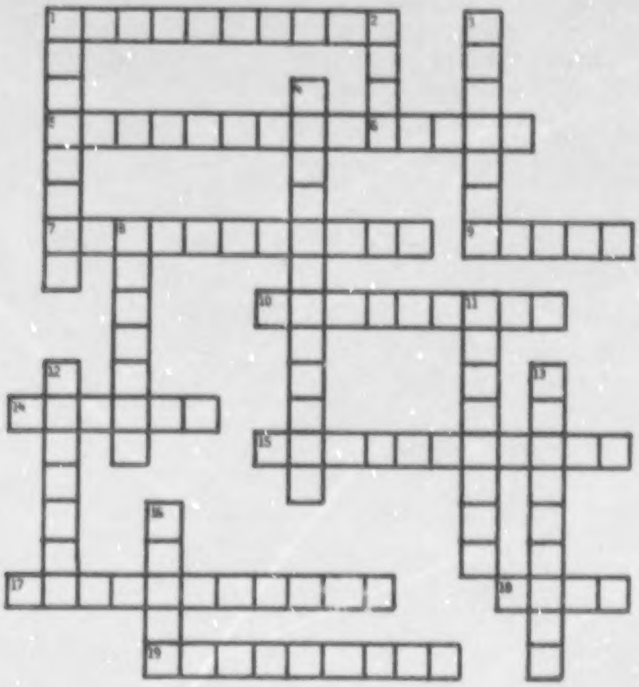
20. Wants--something a person has a strong desire for, but which is not really necessary

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 1--MONEY MANAGEMENT TERMS AND DEFINITIONS PUZZLE

Directions: Use the terms on Information Sheet 1 to complete the crossword puzzle below.



Across

1. Something of value held by a bank as security to guarantee repayment of a loan
5. A type of guaranteed check
6. Something that is necessary or required for your well-being
7. Signature on the back of a check that allows it to be cashed or deposited
9. __________ National Product
10. Results in a rise in the general price of goods
14. Numbers on bills which identify them

Down

1. A check that has been paid by the bank
2. Money borrowed with promise to pay
3. Tearing up a check that has been written
4. Value or size of a piece of money
8. A ________ in transit is one that has been recorded on the account holder's check register, but was not processed at the bank
11. Money charged for borrowed money
12. _________ Charge--fee charged by the bank for handling checks

15. Money made by an individual but not approved by the U.S. Government

17. Another way of saying "balancing the checkbook"

18. __________ Statement--a report sent periodically to the customer

19. __________ Card--a card on file at the bank that shows the name and handwriting of the person authorized to write checks on an account

13. The total amount of checks written on an account is more than the amount deposited into the account

16. Something a person has a strong desire for

UNIT V

PERSONAL MONEY MANAGEMENT

INFORMATION SHEET 2--HOW INFLATION AFFECTS YOU

I. Gross National Product

  A. When the supply of products or services available goes up, the demand usually goes down.

  B. When the supply of products or services available goes down, the demand usually goes up.

  C. If the GNP rises, it means that the total value of those products goes up.

  D. If the GNP is less than the previous year, it means the total value of those products has gone down.

II. Inflation Occurs When:

  A. The volume of money and credit you have goes up.

  B. The amount of goods available does not go up.

  C. The demand for the product is greater so the price goes up.

  D. The increased amount of money or credit you have does not buy as much.

III. Planning Against Inflation

  A. Pay attention to the economy today.

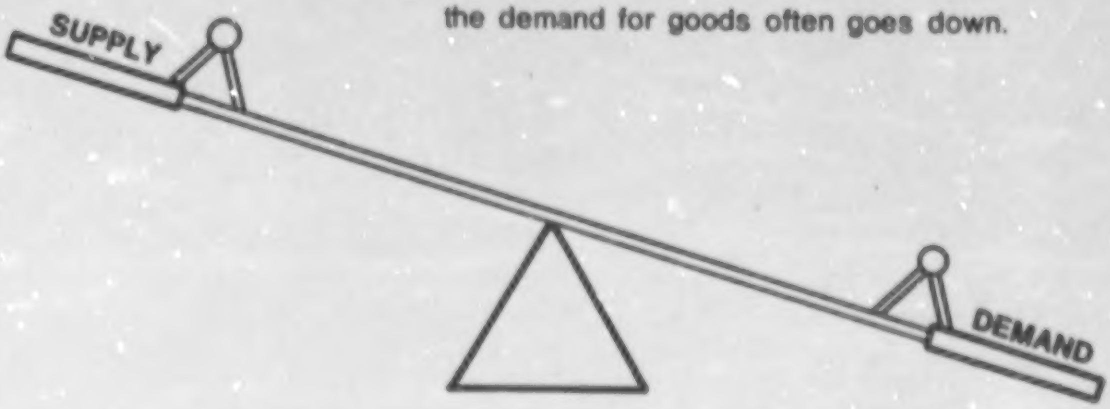
  B. Be aware of the rate of inflation.

  C. Begin to plan your purchases wisely.

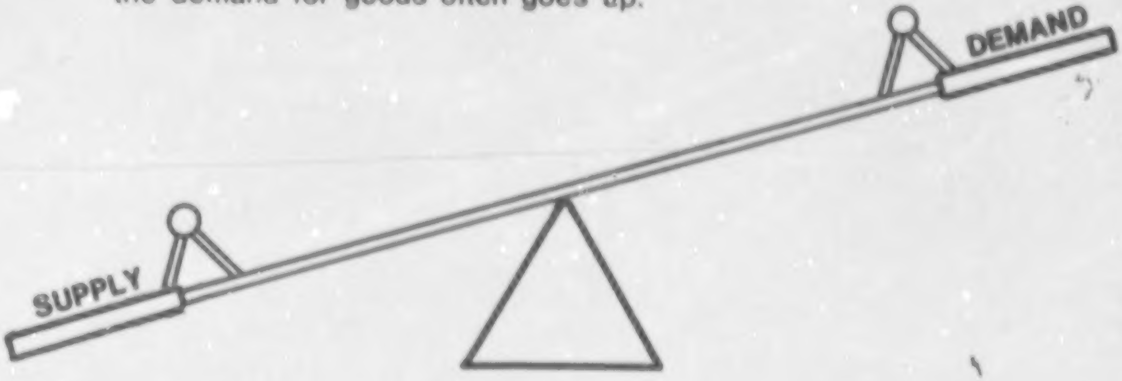
GROSS NATIONAL PRODUCT

The total value of goods
produced in this country.

When the supply of goods is up,
the demand for goods often goes down.

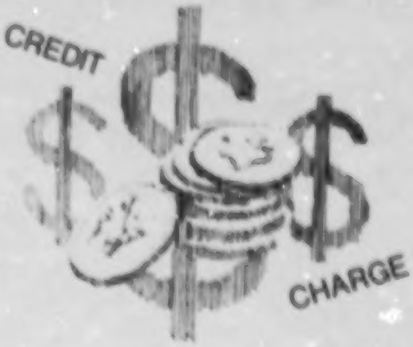

SUPPLY
DEMAND

When the supply of goods is down,
the demand for goods often goes up.


DEMAND
SUPPLY

TM-1

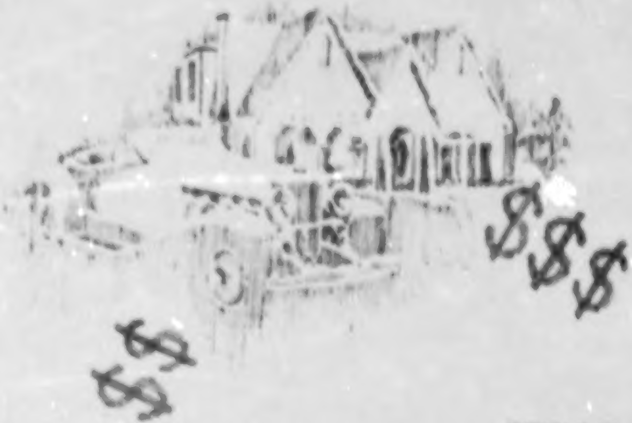
STEPS TO INFLATION



1. When the amount of money and credit increase

AND

2. The supply of goods does not go up.



The DEMAND for the goods makes the price go up.

RESULT

MONEY BUYS FEWER GOODS

TM-2

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 2--DEFINING INFLATION AND RELATING IT TO THE COST OF LIVING

Directions: Study the examples; then answer the questions.

EXAMPLE: Last year you earned $3.00 per hour. You bought a record that cost $6.00. You worked 2 hours to pay for the record.

This year you are earning $4.00 per hour and you go to buy a record. It now costs $8.00. Even though you are making more money this year, you will still have to work 2 hours to pay for the record.

EXAMPLE: Suppose you bought the following items last year at the prices shown. This year you need the same list of items. If inflation has increased the price of goods 5% since last year this is what you will find.

LAST YEAR		THIS YEAR	
Hair brush	$2.00	Hair brush	$2.10
Shampoo	1.25	Shampoo	1.31
Tooth brush	1.00	Tooth brush	1.05
Note book	4.00	Note book	4.20
Ink pen	.75	Ink pen	.79
	$9.00		$9.45

Instead of needing $9.00 this year, you will need $9.45

1. How would this affect larger purchases?

2. How could you plan ahead for inflation?

3. Would you say that "cost of living" raises are necessary to keep up with the rate of inflation? Why or why not?

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 3--INFLATION AFFECTS YOUR BUYING POWER

Directions:
1. Ask your parents what the following items cost when they were your age. List the price.
2. List what these items cost today. (You may need to go to the store to check these prices.)
3. Predict what these items will cost ten years from now. List the prices.

COST PARENTS' DAY		COST TODAY		COST FUTURE	
Candy bar	______	Candy bar	______	Candy bar	______
Coke	______	Coke	______	Coke	______
Movie ticket	______	Movie ticket	______	Movie ticket	______
Gal. of gas	______	Gal. of gas	______	Gal. of gas	______
Package of gum	______	Package of gum	______	Package of gum	______
Ice-cream cone	______	Ice-cream cone	______	Ice-cream cone	______
Average new car	______	Average new car	______	Average new car	______
What was the minimum wage then?	______	What is the minimum wage now?	______	What will be the minimum wage then?	______

1. Have prices gone up very much?

2. Who would be able to buy the most--you today earning the present minimum wage or your parents earning the minimum wage at that time?

3. What term is used to describe what has happened?

UNIT V

PERSONAL MONEY MANAGEMENT

INFORMATION SHEET 3--NEED FOR A BUDGET

I. Rules of Budgeting

   A. Know the difference between wants and needs.

   B. Put spending goals in order of importance to you.

   (NOTE: This could be in the order of need, depending on income.)

   C. Set up some kind of savings goal.

   (NOTE: It's important to try to set aside a part of your income, no matter how small, in order to get in the habit of saving.)

   D. Think about the future and plan ahead.

   E. Be flexible (be able to change, if necessary).

   (NOTE: This may be necessary if income and expenses change.)

II. Reasons for a Budget

   A. To help stop wasteful spending habits

   (NOTE: You want to make your money go as far as you can.)

   B. To set goals for using money

   C. To live on the money actually made

   (NOTE: A standard of living is established.)

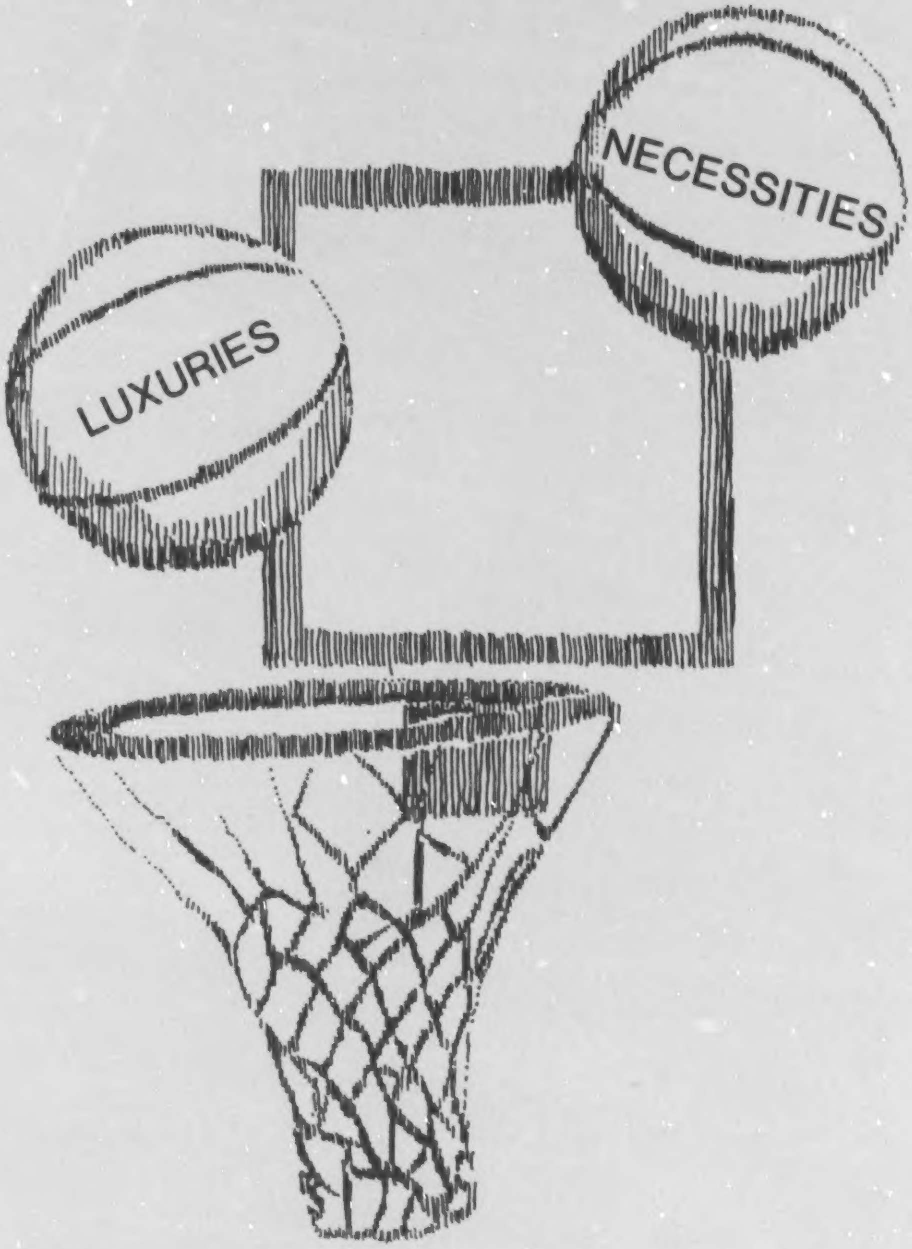
   D. To help you set and achieve long-range spending goals

   E. To learn to plan for "the present" (now) and "the future" (later)

   (NOTE: Helps you to know where you stand financially.)

   F. To help you be sure of yourself when dealing with money

SPENDING GOALS


NECESSITIES
LUXURIES

TM-3

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 4--PUTTING SPENDING GOALS IN ORDER OF IMPORTANCE

Directions: Tom Harmon was just hired at Big Taco. He will be bringing home close to $200.00 per month. Boy! What he could do with all that money! Tom's parents had other ideas, however. They told him that he must now pay all of his expenses. They said it would teach him responsibility. Tom remembered his O.I. teacher's telling him that to really keep a useful budget, one must put spending goals in order of importance. Tom listed all of the possible expenses he could have each month, but he still could not figure out what were the most important. See if you can help Tom. Put the following expenses in order of importance:

_____a. clothes

_____b. school supplies

_____c. savings for a new stereo

_____d. lunches

_____e. entertainment

_____f. car payment

_____g. gasoline

UNIT V

PERSONAL MONEY MANAGEMENT

INFORMATION SHEET 4--PARTS OF A BUDGET

I. Income

  A. Fixed salary

  B. Assumed wages (what you think you will have)

    1. Hourly wages

    2. Commission

    3. Piece-work or number of items produced

    EXAMPLE: You are paid a certain amount for each item made. An example might be a glove factory paying you so much for the number of pairs of gloves your machine turns out.

    4. Self-employed

II. Expenses Can Be Classified As:

  A. Fixed (stay the same--must be paid at a specific time)

  B. Flexible (can be changed according to use, needs, wants, etc.)

  EXAMPLE: Water bill will go down if less water is used.

III. Savings Goals Can Be Classified As:

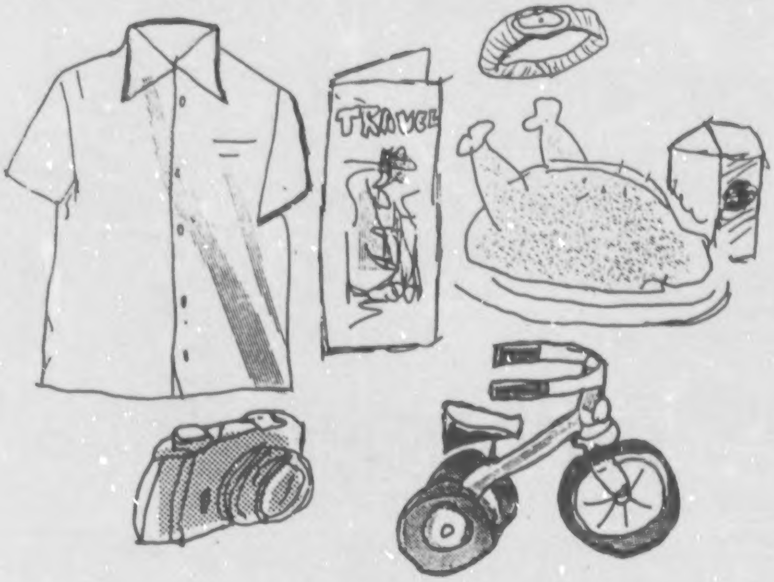
  A. Short-term

  EXAMPLE: Saving for something special like a piece of jewelry, clothing, or a weekend trip.

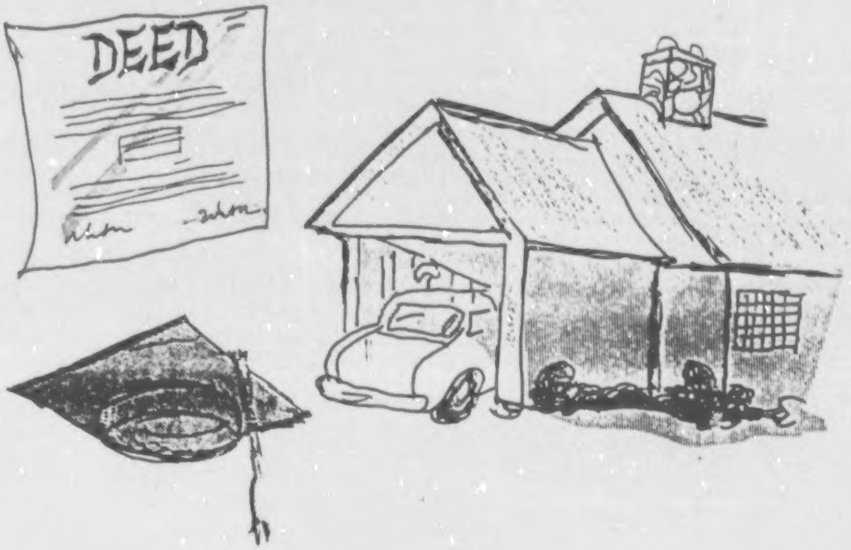
  B. Long-term

  EXAMPLE: Saving for a car, college, getting married, or a trip.

SAVINGS GOALS



SHORT TERM



LONG TERM

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 5--SETTING GOALS TO BUDGET FOR

Directions: List five of your goals for each area given below.

A. What are your purchasing goals for this year:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

B. What are your purchasing goals for the next five years:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

C. What things would you like to budget for in the next ten-twenty years?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 6--FIXED AND FLEXIBLE EXPENSES

Directions: Read through the following list of expenses and determine if they are fixed expenses or flexible expenses. Identify each by placing the correct number in the blank.

1 - fixed expense 2 - flexible expense

EXAMPLE: __1__ House payment EXAMPLE: __2__ Toothpaste

A. _____ Car payment

B. _____ Furniture polish

C. _____ Telephone bill

D. _____ Hand soap

E. _____ Rent

F. _____ Insurance

G. _____ Food

H. _____ Water bill

I. _____ Birthday present

J. _____ Laundry detergent

K. _____ Babysitter

L. _____ Charge card payment

M. _____ Dentist bill

N. _____ Library fine

O. _____ Dog food

P. _____ Electric bill

Q. _____ Movie tickets

R. _____ Shoes

S. _____ Couch

T. _____ Gasoline

UNIT V

PERSONAL MONEY MANAGEMENT

INFORMATION SHEET 5--IDEAS ON BUDGETING

I. Keep a Budget Simple

- A. Use an easy budget form.
- B. Do not put in a lot of details.

  (NOTE: Make sure you can understand the form you use.)

II. Plan A Budget So It Can Be Changed, If Necessary

- A. Allow plenty of space to "add on."
- B. Remember, the cost of living is very changeable.
- C. Allow for the important items.

  EXAMPLE: Keeping records and paying bills.

III. Know Your Total Income

- A. Salary or wages
- B. Interest from savings
- C. Payments from state or government agencies
- D. Allowances
- E. Tips
- F. Bonuses
- G. Other

  (NOTE: Other income could be things such as the sale of personal property, money for chores, or gifts.)

IV. Estimate What Your Total Expenses Will Include

- A. Fixed expenses
  - 1. Housing
  - 2. Installment payments
  - 3. Insurance
  - 4. Taxes
  - 5. Membership dues

6. Personal allowances

B. Flexible expenses are:

1. Food

2. Clothing

3. Transportation

(NOTE: Transportation does not apply to car or motorcycle payments. It covers the cost of gasoline, car repairs, bus fare, and other forms of transportation.)

4. Recreation and entertainment

5. Medical care

(NOTE: Some medical expenses will not be covered by group insurance.)

EXAMPLE: Doctor's office calls, medications, and prescriptions

6. Personal care

EXAMPLE: Barber or beauty shop, make-up, and other grooming items

7. Personal expenses

EXAMPLES: magazines, books, etc.

8. Gifts

V. Adjust Spending to the Money That Will Be Available

A. Know what you must have.

B. Know what you can do without.

C. Prepare for unexpected expenses.

VI. Follow the Correct Steps in Setting Up a Budget

A. Estimate income

1. Know the regular sources of income.

2. Know the sources of income that might change from time to time.

3. Know exactly how much money to count on for the week or month.

B. Look at past spending habits.

(NOTE: This is referred to as a "spending pattern.")

1. Use spending pattern to help estimate future expenses.

2. Decide what expenses must be included.

3. Determine how much is spent on each expense.

4. Note how often bills have to be paid.

C. Estimate expenses

1. Look over the spending pattern.

2. Use the information gained from reviewing the spending pattern to decide how much to allow for each item in the upcoming week or month.

   (NOTE: Some items might change because of weather, time of year, etc.)

EXPENSES

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 7--PLANNING YOUR OWN BUDGET

Directions: Complete your own personal budget using the following information:

You bring home $100.00 a month. You have the following expenses:

A. Divide your money among these expenses.

B. List any other ways you would like to spend your money.

Food for lunches ____________________

Clothes ____________________

School supplies ____________________

Gifts ____________________

Entertainment ____________________

UNIT V

PERSONAL MONEY MANAGEMENT

INFORMATION SHEET 6--SERVICES OFFERED BY BANKS

I. Savings Accounts

- A. Reasons for opening a savings account
  - 1. To save money in order to pay cash for major purchases and avoid the interest of the installment plan
  - 2. To save for vacations
  - 3. To provide security for the future
  - 4. To have money should emergencies occur
- B. Ways to save
  - 1. Regular savings (the most common savings account)
    - a. Pays interest quarterly
    - b. Deposits, withdrawals, and interest are recorded in a passbook. At some banks--not all.

      (NOTE: The passbook serves as a complete record of your savings account and shows how much money you have saved.)
  - 2. Payroll deduction savings plan
    - a. Allows bank to automatically transfer money from your checking account to your savings account each time you deposit your paycheck
    - b. Provides an easy method of setting money aside for later
    - c. Earns interest on money set aside
  - 3. NOW accounts
    - a. Some banks offer interest on your regular checking account
    - b. The bank usually requires a certain minimum amount left in the bank at all times to qualify

      (NOTE: This can vary from $500 to $1,500.)

II. Other Banking Services

- A. Bank drafts
  - 1. Allows payments to be made without your having to write out a check each month

2. Gives the bank permission to withdraw money from your account and pay the person or company you have authorized to draw from your account

   EXAMPLE: House payments

   (NOTE: Be sure to deduct the amount of the bank draft from your checking account on the date the bank pays it.)

B. Cashier's checks

   1. Checks bought from the bank to pay bills or give money to another person

   2. Obtained by giving the bank cash and a small service fee

C. Money orders

   1. Allows transfer of money from one person to another without sending actual cash

   2. Requires a small service fee

D. Traveler's checks

   1. Bought from banks so the person will not have to carry cash when traveling

   2. Must be signed in the presence of the bank official when the checks are received

   3. Can be cashed anywhere in the world

   4. Can be replaced if they are lost or stolen

E. Government bonds

   1. Certificates bought for a certain price

   2. The U.S. government pays interest on the money when the bonds are cashed

F. Loans

   1. Money borrowed by the consumer with the promise to pay it back later with interest

   2. Carries a lower interest rate than most other places that loan money

   3. A good credit rating is necessary for a person to be given a loan.

G. Checking accounts--Deposits from individuals and businesses from which money is paid out when the depositors write checks

H. Safe deposit boxes

1. Rental space available in the bank vault for valuables that the person does not want to keep at home.
2. A key to the box is kept by the customer.
3. Bank has a master key to all boxes.
4. Both keys necessary to unlock the box; neither one alone will unlock it.

(NOTE: A bank cannot open a private safe deposit box except with a court order.)

I. Financial and tax advice

(NOTE: Banks often provide a consultant service to help customers invest money and give advice on tax problems.)

1. The trust department of a bank manages the financial affairs of people who are unable, or who do not want, to manage their own finances.
2. Trust funds are usually arranged by other people, such as a father providing for his children, or a relative providing for an elderly person.

J. Travel service

(NOTE: Service is offered to help customers obtain foreign money and credit for travel.)

K. Bank credit cards

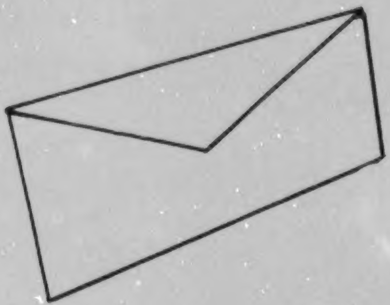
L. Automatic teller machines

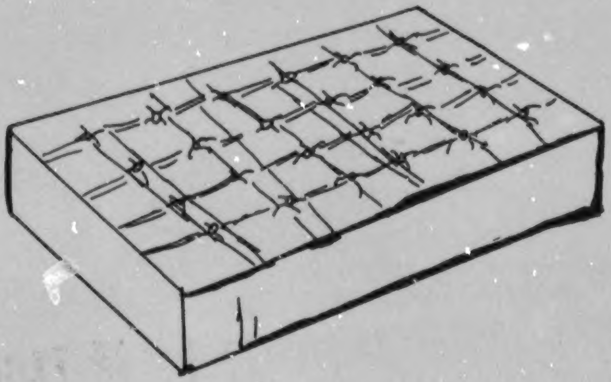
(NOTE: This provides banking services after banking hours.)

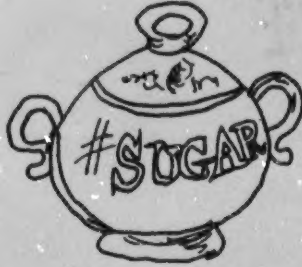
M. Christmas clubs to help customers save for Christmas shopping

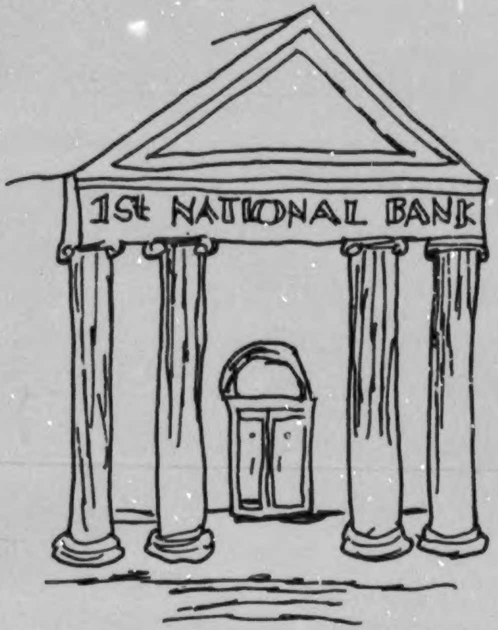
N. Vacation clubs to provide for vacation expenses

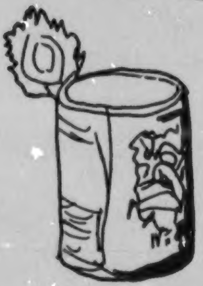
WHERE SHOULD YOU KEEP YOUR MONEY?

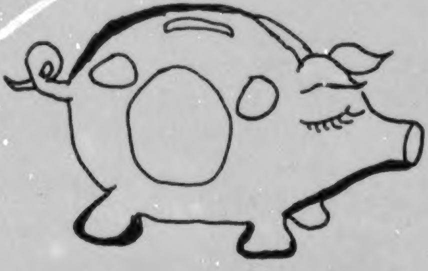


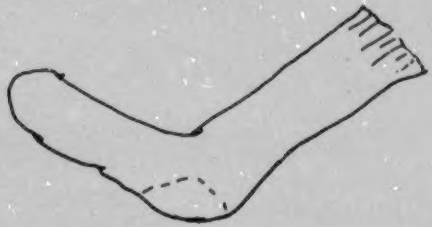




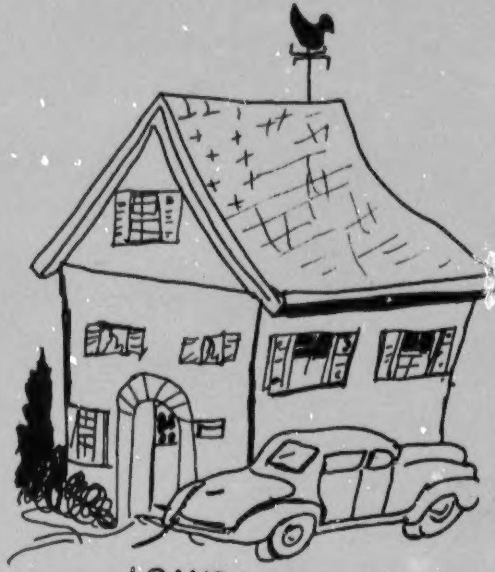

1st NATIONAL BANK







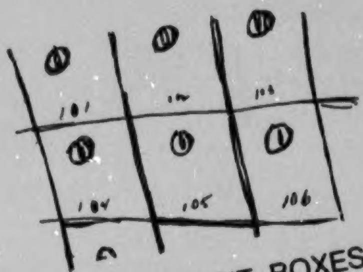
BANK SERVICES



LOANS

CHECKING ACCOUNTS

SAVINGS ACCOUNT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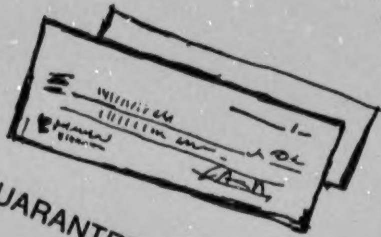
104
105
106

SAFE DEPOSIT BOXES



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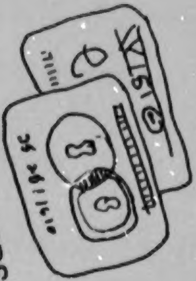
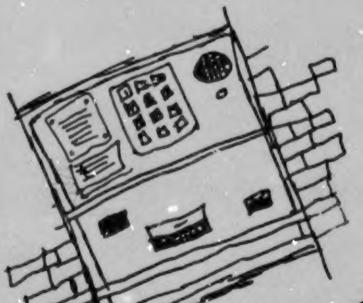
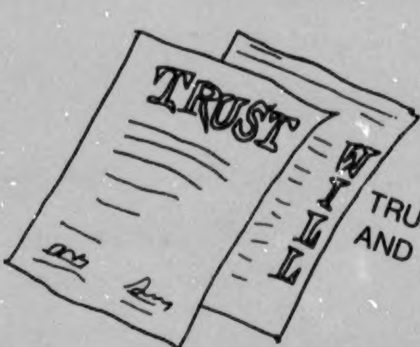


BANK CARDS



AUTOMATIC TELLER



TRUSTS AND WILLS

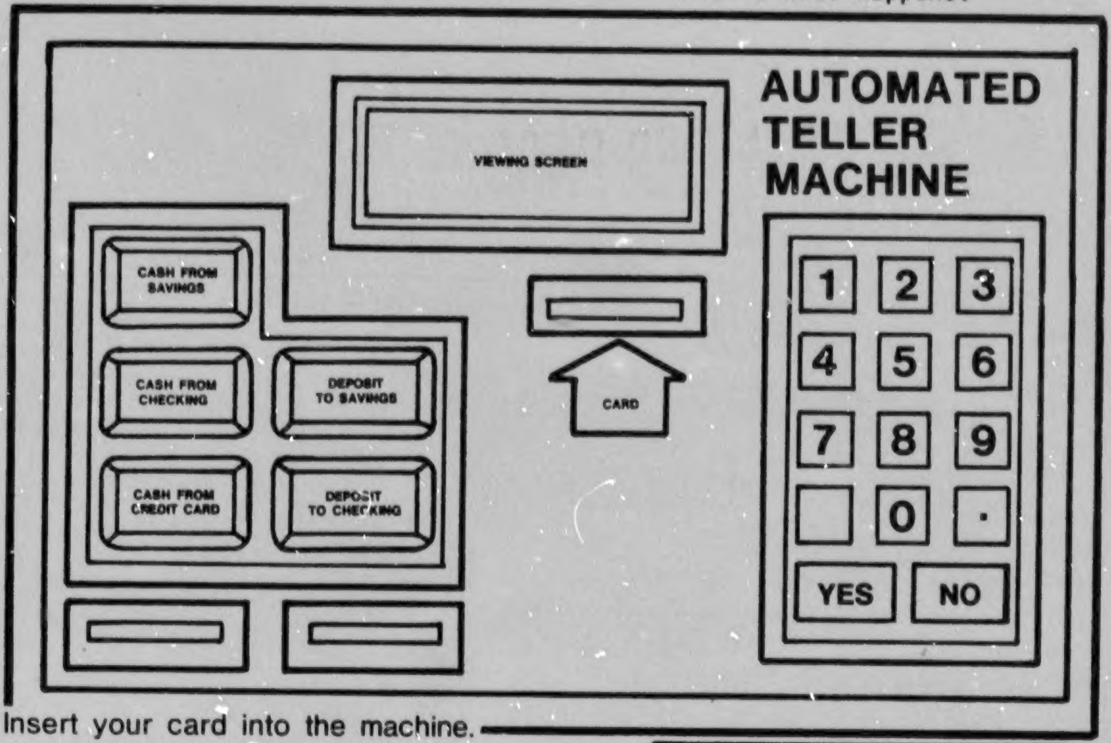
AUTOMATED TELLER MACHINE

Automated Teller machines are easy to use and simple to understand. All you need is your plastic bank card and your personal identification number which is assigned to you by the bank.

Suppose your identification number is 1221 and that you want to draw $20 from your checking account.

(ATMs produced by different companies can vary somewhat in design and function.)

Here is what happens:


VIEWING SCREEN
AUTOMATED TELLER MACHINE
CASH FROM SAVINGS
CASH FROM CHECKING
DEPOSIT TO SAVINGS
CASH FROM CREDIT CARD
DEPOSIT TO CHECKING
CARD
1
2
3
4
5
6
7
8
9
0
.
YES
NO

Insert your card into the machine.

The machine flashes these instructions on the viewing screen.

ENTER YOUR IDENTIFICATION NUMBER

1 2 2 1

SELECT A TRANSACTION

You push CASH FROM CHECKING

ENTER AMOUNT

2 0 . 0 0

$20.00 CASH FROM CHECKING IS THAT CORRECT?

YES

YOUR REQUEST IS BEING PROCESSED

Money is dispensed from ATM

DO YOU WISH ANOTHER TRANSACTION?

NO

THANK YOU

Your card and transaction receipt are then dispensed.

TM-8

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 8--BANKS AND BANKING SERVICES

Directions: Assign parts and have students act out the following skit.

Characters:
Narrator
Harry Honda
Carl Kawasaki
Sarah Sullivan
Susan Sullivan
Mrs. Betty Bankston

Narrator: Banks play an important part in our daily lives. They accept deposits, offer checking account services, provide safe deposit boxes for valuables, make loans, and help with investments. This play is about a group of people who are opening their own motorcycle supply and repair shop and soon discover that there is more to owning a business than they imagined. Two teenagers, Harry Honda and Carl Kawasaki, are receiving the help of Sarah and Susan Sullivan in setting up the Super Cycle Supply Shop, when Mrs. Betty Bankston, Carl's O.I. teacher, stops by the shop to check on the progress.

Harry: I wish we were ready to turn on the giant sign in front of our store and welcome everyone to the Super Cycle Supply Shop.

Carl: Me, too. I always dreamed about owning a business and--can you believe it--we open on Saturday! Just in time for the big race! Looking around this place, I feel proud. Our shop is nothing fancy, but it's a beginning. And with all the people we know that own motorcycles--well, it's just a matter of time before we start raking in the dough! Why, in a few months, we will probably have to move to another building, and then . . . .

Susan: Hey, wait a minute! Don't you think you'd better get this shop set up and opened before you close it down? Look at this neat display of motorcycle accessories Sarah and I have set up! Don't you think it deserves a prize, Mrs. Bankston?

Mrs. Bankston: That display might, Susan, but this business won't.

Carl: What do you mean, Mrs. Bankston?

Harry: Yes, Mrs. Bankston, do you mean we are going to go out of business before we even begin?

Mrs. Bankston: No, Harry, I don't mean that. But what arrangements have you made for handling all the money you are going to be making?

Harry: We have a cash register.

Mrs. Bankston: That's all right for daily receipts, but it won't do for all the money you will need to keep this business going.

Sarah: Mrs. Bankston is right.

Susan: She sure is. You can't stick all the money you are going to make into an old shoe box!

Carl: You girls are all wrong. We buy a safe and keep our money there. It's that simple, and we will have it right here where we can keep an eye on it.

Harry: And where it will be nice and safe.

Mrs. Bankston: Actually, it won't be all that safe right here under your noses. Wouldn't it be better to put your money in a bank? After all, banks do accept deposits.

Carl: Well, to tell you the truth, Mrs. Bankston, I think I would prefer using our own safe.

Harry: Me, too.

Mrs. Bankston: That's not such a good idea if you really think about it.

Carl: How do you figure that? We could get a good, strong, lifetime guaranteed safe and always have our money right here when we need it without going through the hassle of a bank.

Susan: But if you leave the money in the store, whether it's in a safe or not, you'll be tempted to spend it. Whenever I keep my money at home, I find myself dipping into it, picking out a dollar here and a dollar there. My savings disappear fast. In a bank, the cash is out of reach and less likely to be a temptation.

Carl: That may be so, but somehow I feel better about having it close by where I can sit down and count it any time at all. I like to know where I stand.

Sarah: That's silly. A bank keeps a record of a customer's deposits--it is called an account. You will always know how much you have.

Susan: It will be safer in the bank, too.

Carl: Safer?

Mrs. Bankston: Absolutely. Each account in an insured bank is guaranteed up to $40,000 by the Federal Deposit Insurance Corporation, or the FDIC.

Harry: $40,000! You're putting me on!

Mrs. Bankston: If the girls and I can talk you men out of the safe idea and get you down to the bank, you can see for yourselves. Each member bank posts a sign, usually right in the front window.

Carl: A sign! Really?

Mrs. Bankston: Right. It says, "Member of the Federal Deposit Insurance Corporation."

Harry: I'm still not convinced of the value of banks.

Carl: Neither am I.

Mrs. Bankston: What are you worried about now?

Carl: Well, for one thing, we are going to have a lot of bills to pay, especially right here at the beginning while we are trying to get things started. Harry, hand me that bill from the parts supplier. It's in the cash register.

Harry: Here, Carl.

Sarah: What does that prove?

Susan: That's what I'd like to know. You still have to pay it whether you have your money in the store or in an account at the bank.

Carl: You girls just don't understand big business. If we deposit our money in the bank, I have to jump on my cycle, drive to the branch office, and make a withdrawal every time a bill comes in. On the other hand, if we keep the money here in our own safe, we don't have to go anywhere. I just twirl the combination lock and make payments right here on the spot.

Mrs. Bankston: Huh! Apparently you boys don't understand big business. Banks offer checking account services.

Carl: You mean Harry or I can just call the bank on the telephone and and they'll pay out the money to the parts supplier?

Mrs. Bankston: No, of course not.

Sarah: But once you have a checking account, you can write out a written order, called a check, directing the bank to make payment to the parts supplier for you.

Carl: Check! Now I understand.

Harry: Me, too. I thought the bank was just a place to store money, something the government operated.

Mrs. Bankston: Oh no, Harry. A bank is a business, just like your shop here.

Harry: You mean the bank sells parts for motorcycles, too! Wow!

Mrs. Bankston: Not exactly. The bank has owners called stockholders. The bank makes profit for the owners by performing certain services for its customers, and charging a small fee.

Sarah: Like accepting deposits and loaning money.

Susan: And offering checking account services.

Harry: Okay, okay! You girls have proven your point. Now, let's get back to putting the rest of our stock in place. Come on, Carl help me move this display stand over to the . . . .

Mrs. Bankston: Just a minute, boys. Have you thought where you are going to keep your valuable papers--your partnership agreement, rental contract, and insurance papers?

Harry: I suppose now you are going to tell us that the bank will keep those for us, too. They can't do that! Banks handle only money--you know, cold cash. That's all they're concerned with.

Mrs. Bankston: Wrong, Harry. Banks offer places to store any kind of valuables you might have--important papers, family heirlooms, or even diamonds!

Carl: No way, Mrs. Bankston. I don't want all those bank employees going through our important papers.

Mrs. Bankston: Oh no, Carl. Not even the bank has the right to open a customer's safe-deposit box. And don't start moving that display stand yet. There's much more.

Carl: There is?

Mrs. Bankston: Banks make loans to customers, too.

Sarah: I once borrowed money from a bank.

Susan: And before we bought our house, our father consulted with the bank. He often said they gave him good advice. We would have been too far in debt had we bought the house the salesman was trying to sell us. It was much too big, and much too expensive.

Mrs. Bankston: Banks even help people with investments--like buying savings bonds.

Carl: I'll bet they charge a bundle for that service!

Mrs. Bankston: Only the cost of the bond.

Carl: All right! All right! You win. This afternoon I'm going straight to the Eastern Savings Bank down on Main Street and rent a safe-deposit box.

Mrs. Bankston: Sorry, Carl. Savings banks are organized to handle only savings accounts.

Carl: That's all?

Mrs. Bankston: They make loans to home buyers, too. You see, banks are organized for special purposes.

Carl: Oh, no! We'll need three separate banks--one for our savings account, one for the checking account, and a third for our safe-deposit box.

Sarah: That isn't necessary. My Dad does all of his banking at the First City National Bank--it's a commercial bank. My Dad calls it a full-service bank.

Mrs. Bankston: That's the best bet for a couple of young business tycoons like you two. A commercial bank provides all of the services we've been talking about--you might say they are all-purpose banks.

Harry: But one thing bothers me, Mrs. Bankston. Our store will stay open until 6:00 every weeknight and on Saturdays, which is long after the bank closes. How can we get our money out so we enjoy our weekends?

Susan: That's easy. Have you seen that new brick building they just finished on the corner? You know, the one that looks like a small drive-in bank?

Harry: Sure, but what's that got to do with having a fun weekend?

Susan: That, silly, is an automatic teller. When you open your accounts at the bank, you can request a special card so you can use the automatic teller any time you want. The bank will send you a card that looks like a credit card, and will give you instructions on how you can make deposits into a savings account or a checking account, or even make cash withdrawals. So, see, even if the bank is closed, you will be able to withdraw money from your account. You can make a withdrawal in the middle of the night if you want to, because the automatic teller never closes--it stays open all day and all night.

Sarah: So you see, opening a checking account won't keep you from going to the movies on the weekend. In fact, isn't there a good movie on at the theater downtown?

Carl: Wait just a minute here. Banks can do a lot of things, but they can't move this display for us. Now that we are our own bosses, we have to take care of business first!

Harry: So, help us set up this display, then we'll check out the movie downtown.

Narrator: We better leave Harry, Carl, Susan, Sarah, and Mrs. Bankston because they have work to do. But let's not forget that banks are needed for many purposes. There's no doubt about it--banks go a long way in helping people carry out their business transactions. Even a couple of guys like Harry and Carl.

UNIT V

PERSONAL MONEY MANAGEMENT

INFORMATION SHEET 7--USING A CHECKING ACCOUNT

I. Advantages of Having a Checking Account

   A. Offers a convenient way to pay bills

   B. Provides a record of money spent

   C. Canceled checks provide legal proof of payment and serve as a receipt for tax purposes

   D. Serves as a credit reference

   E. Provides for the safety of money from theft or loss

II. Opening a Checking Account

   A. Sign a signature card.

   (NOTE: The signature card should contain the signatures of all people authorized to use the account. The signature card should be signed the way all checks will be signed.)

   (Remember: Do not sign the signature card as "James Johnson" if you intend to sign your checks "Jimmy Johnson", or use a nickname, such as "Junior Johnson.")

   B. Complete a deposit slip.

   C. Make a deposit in the account.

   D. Record the deposit in the checkbook.

III. Making a Deposit

   A. A deposit can be made:

      1. In person

      2. By mail

      (NOTE: If you mail your deposit, write "for deposit only" beneath your signature on the back of any checks. This insures that the check cannot be cashed if it is lost or stolen.)

      3. In an automated teller machine

         a. You will be issued a personalized teller card which looks like a credit card.

         b. To make a deposit in an automated teller, follow instructions by that particular bank.

(NOTE: Instructions are always given on the machine.)

c. Other banking services available through an automated teller include withdrawing cash from your checking or savings account, transferring money from one account to another, and making a loan payment.

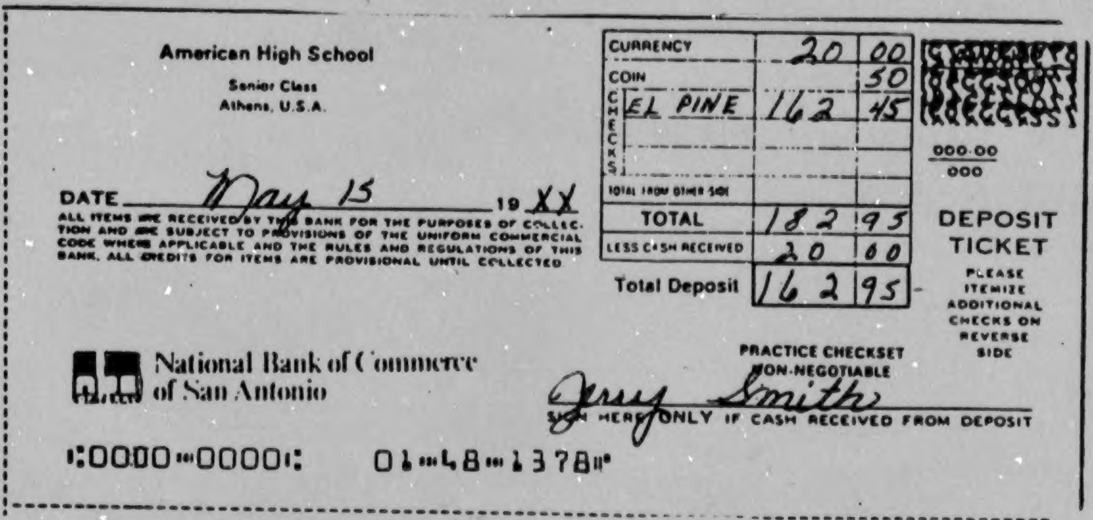
B. A deposit slip must be filled out when making a deposit in person or by mail.

C. On the deposit slip you should include:

1. Name
2. Address
3. Account number

These may already be printed on your deposit slips.

4. Date
5. Amount of bills and coins to be deposited
6. Amount of checks to be deposited
7. Total amount of the money to be deposited
8. Subtract the amount of cash you want
9. Write the deposited amount (net deposit)



American High School
Senior Class
Athens, U.S.A.

DATE May 15 19 XX

ALL ITEMS ARE RECEIVED BY THIS BANK FOR THE PURPOSES OF COLLECTION AND ARE SUBJECT TO PROVISIONS OF THE UNIFORM COMMERCIAL CODE WHERE APPLICABLE AND THE RULES AND REGULATIONS OF THIS BANK. ALL CREDITS FOR ITEMS ARE PROVISIONAL UNTIL COLLECTED

CURRENCY	20	00
COIN		50
CHECKS EL PINE	162	45
TOTAL FROM OTHER SIDE		
TOTAL	182	95
LESS CASH RECEIVED	20	00
Total Deposit	162	95

000.00
000

DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

National Bank of Commerce of San Antonio

PRACTICE CHECKSET NON-NEGOTIABLE

Jerry Smith

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

⑆0000⑉0000⑆ 01⑉48⑉1378⑈

D. Endorse all checks and include them with the deposit slip.

IV. Writing a Check

A. Number your checks consecutively if they are not already numbered.

BEST COPY AVAILABLE

(NOTE: Personalized checks are required by most banks but when temporary checks [those given to you by the bank if you do not have, or have run out of personalized checks] are used, your account number must be included on the check.)

B. Write all checks clearly and in ink.

C. Fill out the check stub or the check register before you write the check.

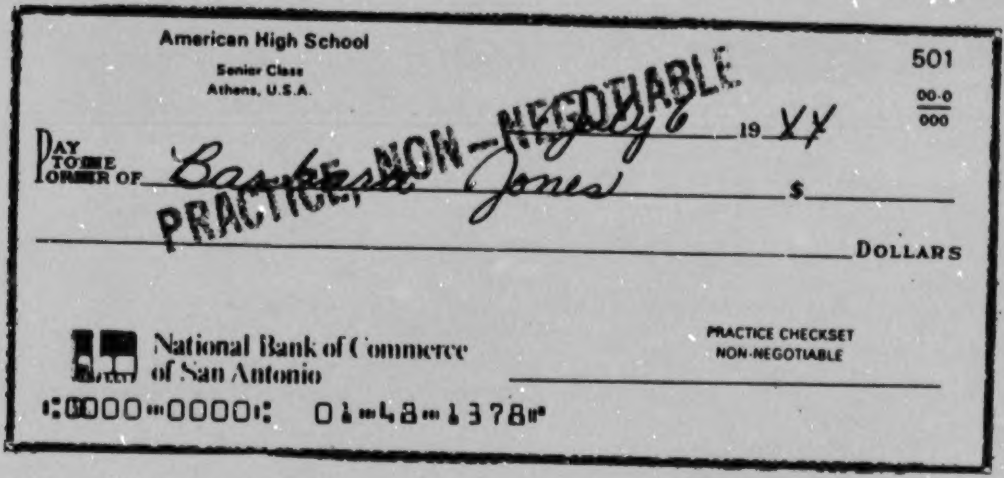
(NOTE: This insures you of keeping your records up-to-date and of making sure that the balance you have in your account is large enough to cover the check you are writing.)

D. Use the date of the day on which the check is written.

(NOTE: Banks will accept checks written on Sundays and holidays.)

E. Write the name of the person or firm to receive the payment right after the printed words, "Pay to the order of."

EXAMPLE:



American High School
Senior Class
Athens, U.S.A.

501

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July 6 19 XX

PAY TO THE ORDER OF Barbara Jones $

DOLLARS

PRACTICE, NON-NEGOTIABLE

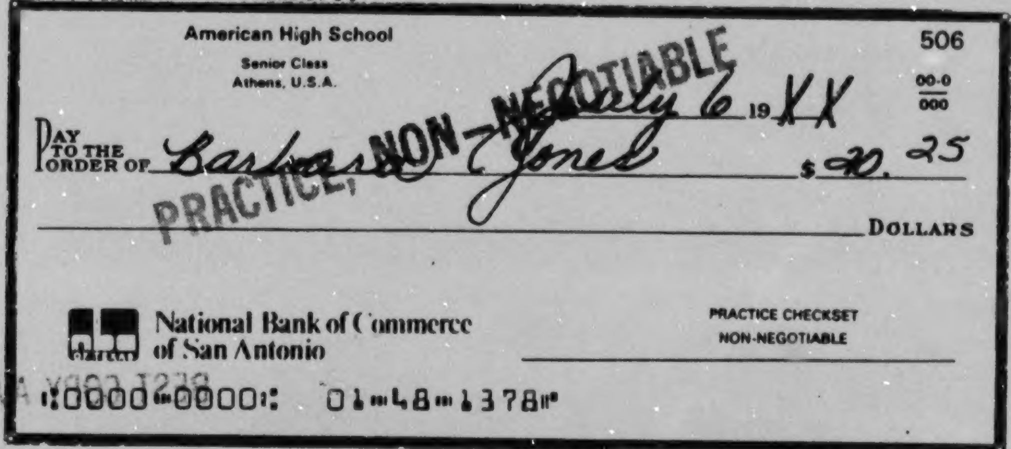
National Bank of Commerce of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE

:0000-0000: 01-48-1378"

(NOTE: If you want to withdraw money from your own account, write in your name or the word CASH.)

F. Begin at the far left and close to the $ sign and write the amount of the check in numbers.



American High School
Senior Class
Athens, U.S.A.

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July 6 19 XX

PAY TO THE ORDER OF Barbara Jones $20.25

DOLLARS

PRACTICE, NON-NEGOTIABLE

National Bank of Commerce of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE

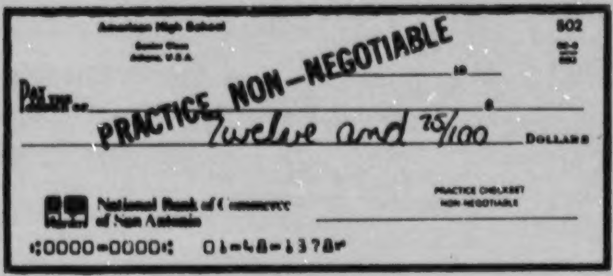
:0000-0000: 01-48-1378"

G. Write the amount in words as far to the left as possible in the space given for the amount to be paid.

CAUTION: Fill in any unused space with a wavy line. This way no one can add a word and raise the amount of the check.

EXAMPLES: A check for $12.75 is written "Twelve and 75/100---------"

A check for $10.00 is written "Ten and no/100---------"



American High School

502

PAY TO THE ORDER OF ______ 19__

$ ______

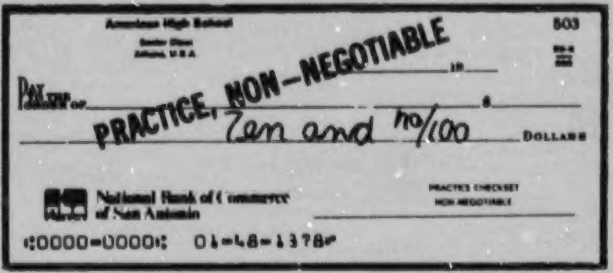
PRACTICE, NON-NEGOTIABLE

Twelve and 75/100 DOLLARS

National Bank of Commerce of San Antonio

PRACTICE CHECKSET NON-NEGOTIABLE

:0000-0000: 01-48-1378



American High School

503

PAY TO THE ORDER OF ______ 19__

$ ______

PRACTICE, NON-NEGOTIABLE

Ten and no/100 DOLLARS

National Bank of Commerce of San Antonio

PRACTICE CHECKSET NON-NEGOTIABLE

:0000-0000: 01-48-1378

H. Sign your name at the bottom of the check in ink just as you did on the bank's signature card.

CAUTION: Write your signature only after the entire check has been filled in. NEVER SIGN A BLANK CHECK. If you lose a signed blank check, someone else can fill it in and cash it.

I. Avoid crossing out, erasing, or changing any part of the check.

(NOTE: If you make a mistake, tear up the check and write another one. Write VOID in the check register for that check number.)

V. Filling Out the Check Register or Stub

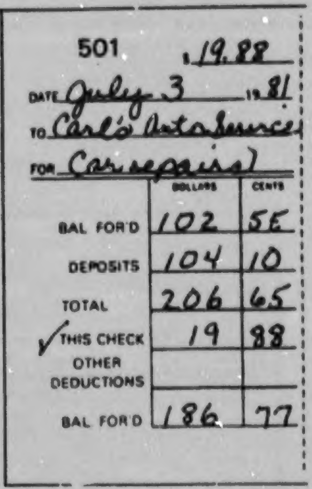
A. Enter the check number

(NOTE: The stub-type checkbook will already have this number.)

B. Enter the date the check is written.

C. Enter the name of the person or business to whom the check is written.

D. Enter the amount for which the check is written.



501 $ 19.88

DATE July 3 19 81

TO Carl's Auto Service

FOR Car repairs

	DOLLARS	CENTS
BAL FOR'D	102	55
DEPOSITS	104	10
TOTAL	206	65
✓ THIS CHECK	19	88
OTHER DEDUCTIONS		
BAL FOR'D	186	77

BEST COPY AVAILABLE

E. Subtract the amount of the check from the previous balance and enter the correct figure in the "Balance" column.

(NOTE: This last amount in the "Balance" column is the total amount left in your account after you write the check.)

F. When making a deposit, enter the amount of the deposit and add the amount to the balance.

VI. Endorsements

A. You cannot cash a check until it is endorsed.

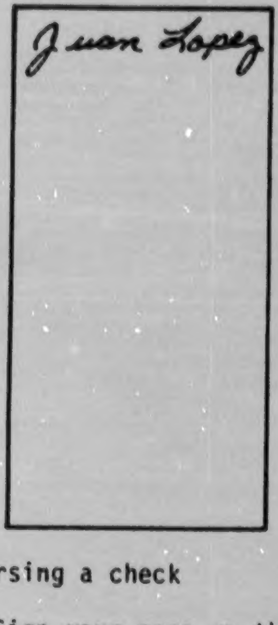
B. The endorsement is usually the signature of the person to whom the check was written.

C. There are three types of endorsements.

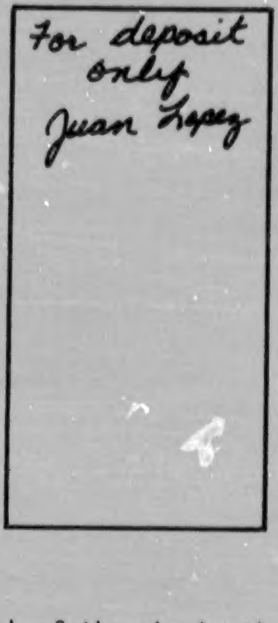
1. Blank endorsements--an endorsement consisting solely of the signature of the person to whom the check is written.

2. Restrictive endorsements--limits the way the check is handled; allows the check to be deposited only.

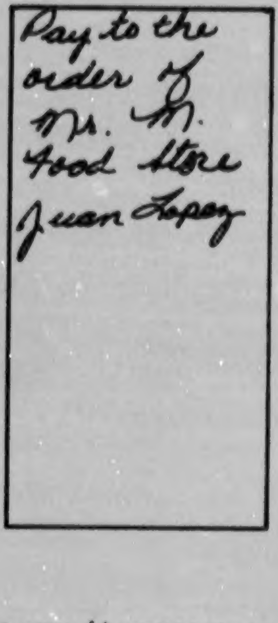
3. Endorsement in full--an endorsement used for transferring a check to another person or company.



Juan Lopez



For deposit
only
Juan Lopez



Pay to the
order of
Mr. M.
Food Store
Juan Lopez

VII. Endorsing a check

A. Sign your name on the back of the check, the same way it appears on the front.

B. If your name was misspelled on the front of the check, write your name as it was misspelled; then follow it with the correct spelling.

Juan Lupez
Juan Lopez

VIII. How to Stop Payment on a Check

(NOTE: If a check is lost or stolen, you may want to place a stop payment order on that check so no one else can cash it.)

A. Go to the bank and explain the problem.

(NOTE: You must have a good reason for stopping a check, or you can have legal problems.)

B. There is usually a small charge for stopping payment on a check.

IX. Proper Use of a Checking Account

(NOTE: Any responsible person may open a checking account, but the privilege should not be abused! It is very important to use a checking account properly.)

A. Record all checks in the check register and deduct the amount from your account before writing the check.

B. Record all deposits in your check register.

C. Reconcile your bank statement immediately when you receive your records from the bank.

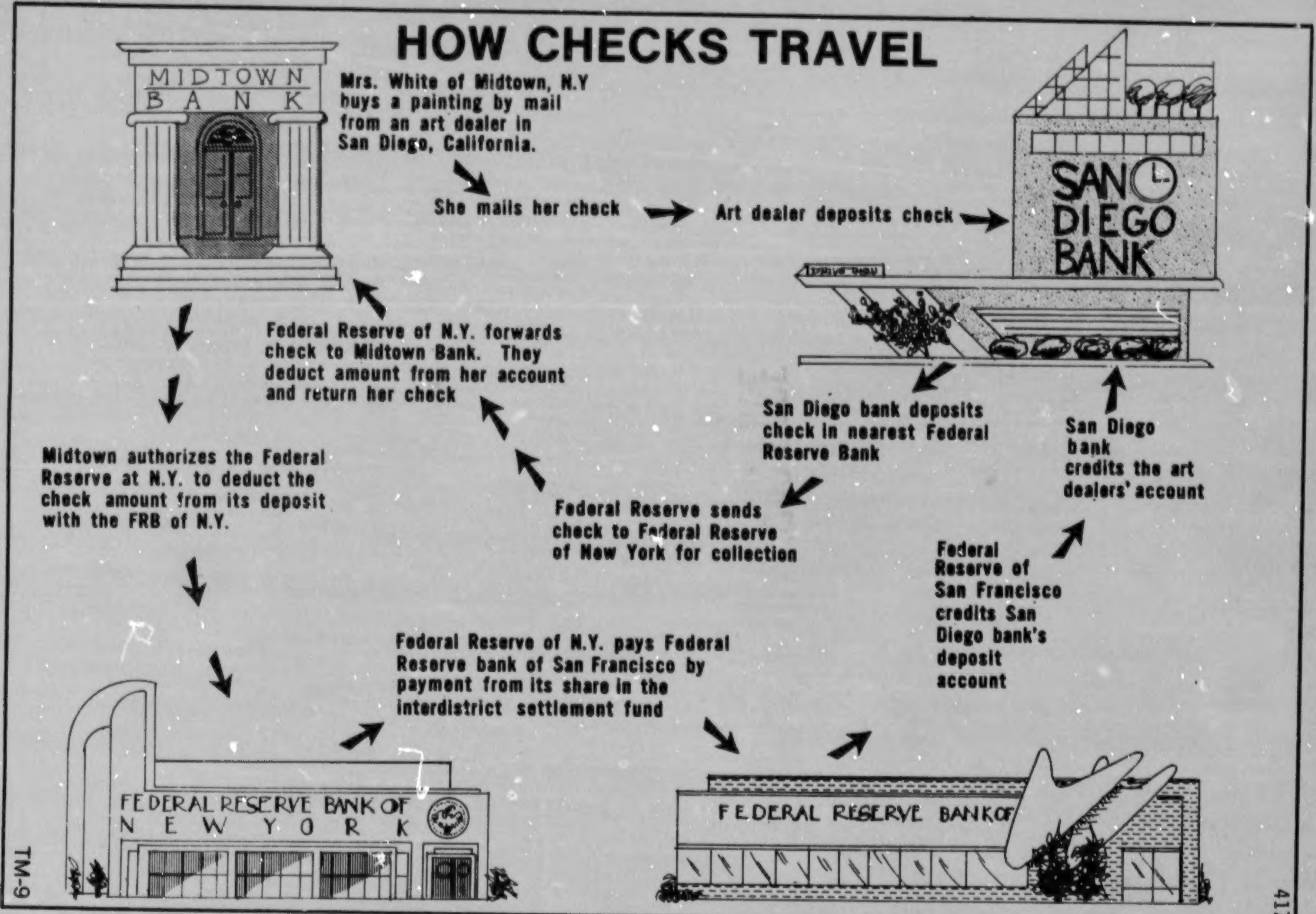
(NOTE: This is very important when using a checking account. Every month you should balance your checkbook to determine if your records match the bank's records. Never "assume" your records are correct.)

D. Avoid overdraft charges by keeping up-to-date totals in your check register.

1. Banks charge a "returned check fee" when you write a check without having enough money in your checking account to cover it.

2. Many businesses charge a fee for any checks you write to them which are returned because of insufficient funds.

HOW CHECKS TRAVEL



Mrs. White of Midtown, N.Y buys a painting by mail from an art dealer in San Diego, California.

She mails her check

Art dealer deposits check

San Diego bank deposits check in nearest Federal Reserve Bank

Federal Reserve sends check to Federal Reserve of New York for collection

Federal Reserve of N.Y. forwards check to Midtown Bank. They deduct amount from her account and return her check

Midtown authorizes the Federal Reserve at N.Y. to deduct the check amount from its deposit with the FRB of N.Y.

Federal Reserve of N.Y. pays Federal Reserve bank of San Francisco by payment from its share in the interdistrict settlement fund

Federal Reserve of San Francisco credits San Diego bank's deposit account

San Diego bank credits the art dealers' account

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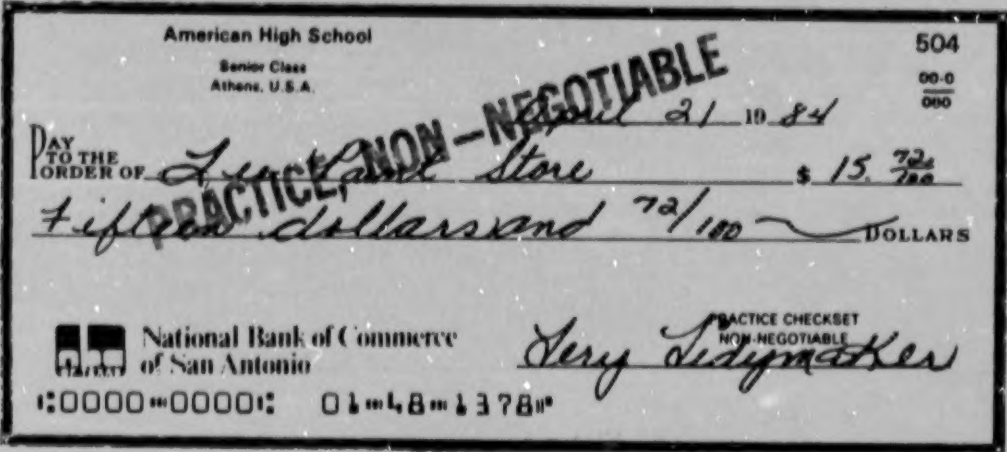
417

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 9--WRITING A CHECK

Directions: Complete the statements below by using the check and check stub that follow.



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Senior Class
Athens, U.S.A.

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PRACTICE, NON-NEGOTIABLE

April 21 19 84

PAY TO THE ORDER OF [illegible] Store $ 15 72/100

Fifteen dollars and 72/100 DOLLARS

National Bank of Commerce of San Antonio

PRACTICE CHECKSET NON-NEGOTIABLE

Tery Tidymaker

⑆0000⑉0000⑆ 01⑉48⑉1378⑈

	Dollars	Cents
Balance Brought Forward	101	25
Amount Deposited	361	32
TOTAL	462	57
Amount of This Check	15	72
Balance Carried Forward	446	85

A. The check number is ______________________.

B. The date the check was written was ____________________.

C. The check was written to ____________________.

D. The check was written for ____________________.

E. The balance brought forward from the last check was $____________________.

F. The amount put in the checking account was $__________________.

G. The amount of money in the checking account after the deposit was $________________.

H. The amount left in the account after the check was subtracted was $________________.

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 10--COMPLETING A DEPOSIT SLIP

Directions: Write deposit slips for these three transactions.

1. Date: 06-02-XX
   Currency: $15.00
   Coins: 1 quarter; 1 dime; 3 nickels
   Check: $30.00
2. Date: 06-17-XX
   Currency: 2 five dollar bills
   Coins: 3 dimes
   Checks: $25.00; $100.00
3. Date: 06-29-XX
   Currency: 3 twenty dollar bills
   Coins: 5 dimes
   Checks: none
   Cash received: $10.00

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CURRENCY		
COIN		
CHECKS		
TOTAL FROM OTHER SIDE		
TOTAL		
LESS CASH RECEIVED		
Total Deposit		

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DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

PRACTICE CHECKSET
NON-NEGOTIABLE

National Bank of Commerce
of San Antonio

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SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

⑆0000⑈0000⑆ 01⑈48⑈1378⑈

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CURRENCY		
COIN		
CHECKS		
TOTAL FROM OTHER SIDE		
TOTAL		
LESS CASH RECEIVED		
Total Deposit		

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DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

PRACTICE CHECKSET
NON-NEGOTIABLE

National Bank of Commerce
of San Antonio

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SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

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CURRENCY		
COIN		
CHECKS		
TOTAL FROM OTHER SIDE		
TOTAL		
LESS CASH RECEIVED		
Total Deposit		

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DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

PRACTICE CHECKSET
NON-NEGOTIABLE

National Bank of Commerce
of San Antonio

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SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

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PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 11--USING A CHECKING ACCOUNT

Directions: Fill out the sample checks using the information provided below. After recording the entry in the check register (included), fill out the sample checks. Remember to record all deposits also. Your present balance is $102.55.

A. You receive a paycheck for a summer job at Main Street Hardware for $104.10. You make this deposit on July 1.

B. On July 3 you have your car serviced and write check #501 to Carl's Auto Service for $19.88.

C. You pick up your drycleaning on July 7 and write check #502 to Donna's Drycleaning Shop for $6.40.

D. Your mother's birthday calls for some shopping and you write check #503 for $17.95 to Sue's Gift Shop on July 10.

E. On July 12 you receive a check for $130.16 for summer work at Main Street Hardware and deposit it.

F. Your monthly payment of $30 at Carson's Appliances is due on July 15 and you write check #504.

G. A friend, Tony Brown, repays you a loan of $25 in cash on July 23 and you deposit it.

H. You purchased some new clothes on July 25 at Martin's Department Store and wrote check #505 for $67.14.

I. On July 30 you visit your dentist and write check #506 to Dr. J. L. Barker for $17.50.

J. Figure the balance in your check register.

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Athens, U.S.A.

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PRACTICE, NON-NEGOTIABLE

_______________19____

PAY TO THE ORDER OF_______________________________$__________

____DOLLARS

National Bank of Commerce
of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE
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Senior Class
Athens, U.S.A.

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PRACTICE, NON-NEGOTIABLE

_______________19____

PAY TO THE ORDER OF_______________________________$__________

____DOLLARS

National Bank of Commerce
of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE
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Athens, U.S.A.

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PRACTICE, NON-NEGOTIABLE

_______________19____

PAY TO THE ORDER OF_______________________________$__________

____DOLLARS

National Bank of Commerce
of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE
____

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Athens, U.S.A.

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PRACTICE, NON-NEGOTIABLE

______________________ 19____

PAY TO THE ORDER OF ______________________ $______

______________________ DOLLARS

National Bank of Commerce
of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE

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PRACTICE, NON-NEGOTIABLE

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PAY TO THE ORDER OF ______________________ $______

______________________ DOLLARS

National Bank of Commerce
of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE

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PRACTICE, NON-NEGOTIABLE

______________________ 19____

PAY TO THE ORDER OF ______________________ $______

______________________ DOLLARS

National Bank of Commerce
of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE

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CURRENCY		
COIN		
CHECKS		
TOTAL FROM OTHER SIDE		
TOTAL		
LESS CASH RECEIVED		
Total Deposit		

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DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

National Bank of Commerce
of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

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CURRENCY		
COIN		
CHECKS		
TOTAL FROM OTHER SIDE		
TOTAL		
LESS CASH RECEIVED		
Total Deposit		

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DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

National Bank of Commerce
of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

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DATE ______________________ 19 ____

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CURRENCY		
COIN		
CHECKS		
TOTAL FROM OTHER SIDE		
TOTAL		
LESS CASH RECEIVED		
Total Deposit		

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DEPOSIT TICKET

PLEASE ITEMIZE ADDITIONAL CHECKS ON REVERSE SIDE

National Bank of Commerce
of San Antonio

PRACTICE CHECKSET
NON-NEGOTIABLE

SIGN HERE ONLY IF CASH RECEIVED FROM DEPOSIT

⑆0000⑈0000⑆ 01⑈48⑈1378⑈

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CHECK REGISTER

BE SURE TO RECORD ALL PREAUTHORIZED PAYMENTS / DEPOSITS ON DATE SCHEDULED

NUMBER	DATE	TRANSACTION DESCRIPTION	PAYMENT (-) WITHDRAWAL		✓ T	(-) FEE IF ANY	(+) AMOUNT OF DEPOSIT		BALANCE	
									102	55

BE SURE TO DEDUCT ANY PER ITEM CHARGES SERVICE CHARGES OR AUTOMATIC TELLER TRANSACTIONS WHEN APPLICABLE ADD ANY INTEREST EARNED

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UNIT V

PERSONAL MONEY MANAGEMENT

INFORMATION SHEET 8--RECONCILING THE BANK STATEMENT

I. Bank Statements

   A. The bank sends a bank statement each month to help you keep records for your checking account.

   B. The statement includes a variety of data.

      1. A record of the deposits made

      2. A listing of the checks that have "cleared" the bank

      3. The canceled checks

      4. A record of any service charges the bank has made on your account

      EXAMPLES: Fees charged per check or per month for managing the checking account

   C. After receiving the bank statement, compare your check register with the bank statement to see if the amounts on both sets of records agree.

II. Steps in Reconciling the Bank Statement

   A. Sort the canceled checks and arrange them numerically.

   B. Check off in your check register each of the checks paid by the bank.

   C. List all checks outstanding (written but not checked off in your register) on the bank statement worksheet.

   D. List any deposits you have made that are not shown on your bank statement.

   E. To the balance shown on the bank statement (ending balance from last month) add all outstanding deposits and subtract all outstanding checks. This last number will be your adjusted balance.

   F. Enter all charges shown on the bank statement (service charges, overdraft charges, etc.) in your check register or check stub.

   G. Subtract the charges from your final balance in your check register or stub. This final number is your adjusted balance for the check register.

   H. Compare the final adjusted balances from the bank statement worksheet and the check register. If the two totals are the same, then the account has been reconciled, or balanced.

EXAMPLE:	Check register balance	$1500.00
	less service charge	3.00
	Adjusted balance	$1497.00 *
	Bank statement balance	$1200.00
	less outstanding checks	100.00
		$1100.00
	plus deposits not recorded	397.00
	Adjusted balance	$1497.00 *

III. Steps to Take if the Two Balances Do Not Agree

A. Check your figures on the worksheet for possible errors in mathematics.

B. Check the figures in your checkbook for possible math errors.

C. Compare the amounts of the canceled checks against the amount recorded on the check stub or in the check register.

D. Check to see if all deposits were recorded correctly by the bank and by you in the register.

E. Be sure all service charges were recorded and deducted correctly.

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 12--RECONCILING YOUR BANK STATEMENT

Directions: Using your check book register from ACTIVITY SHEET 11--USING A CHECKING ACCOUNT and the bank statement below, reconcile your bank statement.

Date	Checks and other Debits	Deposits and Other Credits	Balance
		Bal. Bro't For'd →	102.55
7/2		104.10	206.65
7/3	19.88		186.77
7/7	6.40		180.37
7/10	17.95		162.42
7/12		130.16	292.58
7/15	30.00		262.58
7/25	67.14		195.44

SPECIAL TRANSACTION CODES

AC Automatic Charge
AD Automatically Dispensed Cash
AL Automatic Loan
AP Automatic Payment
AS Automatic Savings Transfer
CC Certified Check
CM Credit Memo
CT Checking Account Transfer
DM Debit Memo
ML Mortgage Loan Payment
OD Overdrawn
PC Payroll Credit
RE Reversing Entry
DR Draft
FC Finance Charge Payment
IL Installment Loan Payment
IC Interest Credit
IP Interest Plus Transfer
LR Loan Request
LS List of Checks
MC Master Charge Deposit
RI Return Item
RM Remittance
SC Service Charge
XC Christmas Club Payment

Balance last statement	102.55
Checks or debits (including service charge)	141.37
Deposits	234.26
Balance this statement	195.44

CHECKBOOK RECONCILIATION
CHECKS OUTSTANDING —
NOT CHARGED TO ACCOUNT

NO.	$	
TOTAL	$	

IF YOUR ACCOUNT DOES NOT BALANCE

MONTH ______________________ 19______

BANK BALANCE SHOWN
ON THIS STATEMENT $______________

ADD +
DEPOSITS NOT CREDITED
ON THIS STATEMENT (IF ANY) $______________

____

____

TOTAL $______________

SUBTRACT
CHECKS OUTSTANDING $______________

BALANCE $______________

SHOULD AGREE WITH YOUR CHECK BOOK BALANCE AFTER DEDUCTING ACTIVITY CHARGE OR ANY OTHER BANK CHARGES.

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UNIT V

PERSONAL MONEY MANAGEMENT

INFORMATION SHEET 9--MAKING CHANGE

I. Importance of Learning to Make Change Correctly

   A. When you are dealing with other people in business you must know how to make change correctly.

   B. If you are working in a business receiving money from customers, you must be accurate in making change in order to keep your job.

II. Importance of Knowing Whether You Are Given the Correct Change

   A. When you purchase an item, it is important that you know the amount of change you should receive.

   B. When you give the cashier your money, you should pay careful attention when your change is counted back to you.

III. How To Make Correct Change

   A. Look at the amount owed.

   B. Count the amount of money given to pay for the purchase.

   C. Think about the relationship between the two.

   EXAMPLE: Amount owed $ 3.55

   Amount given $20.00

   You would say $ 3.55 out of $20.00.

   D. Starting with the coins, count to the nearest whole dollar amount.

   EXAMPLE: $ 3.55 + .10 = $ 3.65 + .10 = $ 3.75 + .25 = $4.00

   E. You then count to the nearest tenth or to the original dollar amount.

   EXAMPLE: $ 4.00 + $ 1.00 = $ 5.00 + $ 5.00 = $10.00 + $10.00 = $20.00

   (The correct change would be $16.45.)

   F. When you are giving change, use the fewest number of coins and bills possible.

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 13--MAKING CHANGE

Name: ______________________________

In filling out this form, give the least number of coins and bills in the change. Example: $1.57 from $5.00; there would be three .01; one .05; one .10; one .25; and three $1.00.

AMOUNT OF SALE	AMOUNT RECEIVED	DENOMINATIONS OF CHANGE							
		1¢	5¢	10¢	25¢	50¢	$1.00	$5.00	$10.00
1. $ 3.58	$ 10.00								
2. .53	1.00								
3. .61	5.00								
4. .59	1.00								
5. 1.33	5.00								
6. 1.11	5.00								
7. 4.87	20.00								
8. 13.18	20.00								
9. .28	10.00								
10. 4.26	5.00								
11. 15.06	20.00								
12. 13.97	20.00								
13. 29.44	40.00								
14. 21.17	25.00								
15. 39.21	50.00								
16. 16.19	20.00								
17. 9.43	10.00								
18. 14.67	20.00								
19. 2.79	5.00								
20. 4.23	10.00								
21. 17.77	50.00								
22. .23	.50								
23. 1.39	2.00								
24. 6.73	10.00								
25. 34.74	50.00								
26. 3.29	5.00								
27. 93.87	100.00								
28. 30.32	35.00								
29. 113.65	115.00								
30. 65.95	70.00								

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 14--GIVING IT ALL IN COINS

Name: ______________________________

I. Count the change from a 5 dollar bill. Use the least number of coins possible.

	COST	CHANGE					
		Pennies	Nickels	Dimes	Quarters	Halves	Ones
a.	$2.46	4				1	2
b.	.23						
c.	3.75						
d.	1.98						
e.	4.16						
f.	1.08						

II. Count the change from a 10 dollar bill, using the least number of coins possible.

	COST	CHANGE					
		Pennies	Nickels	Dimes	Quarters	Halves	Ones
a.	$8.95						
b.	6.13						
c.	2.15						
d.	2.99						

III. Count the change from payments listed. Use the least number of coins possible. (We are out of half-dollars.)

	COST	PAYMENT	CHANGE						
			Pennies	Nickels	Dimes	Quarters	Ones	Fives	Tens
a.	$ 7.95	$10.00							
b.	16.28	20.00							
c.	5.12	20.00							
d.	3.19	10.00							
e.	27.87	30.00							

UNIT V

PERSONAL MONEY MANAGEMENT

ACTIVITY SHEET 15--USING THE FEWEST NUMBER OF COINS

Name: ______________________________

Use as few coins as possible to pay each amount.

	PAY THIS AMOUNT	COINS TO USE					
		Pennies	Nickels	Dimes	Quarters	Halves	Ones
a.	60¢						
b.	3¢						
c.	8¢						
d.	12¢						
e.	40¢						
f.	41¢						
g.	83¢						
h.	$ 1.25						
i.	1.38						
j.	3.75						
k.	67¢						
l.	$ 2.39						
m.	6.45						
n.	7.28						
o.	2.51						
p.	3.87						
q.	4.23						
r.	3.56						
s.	2.76						
t.	1.39						

UNIT V

PERSONAL MONEY MANAGEMENT

UNIT TEST--PART 1

Match the following terms to their correct definitions by placing the correct letter in the blanks at the left.

_____ 1. Inflation

_____ 2. Endorsement

_____ 3. Collateral

_____ 4. Certified check

_____ 5. Wants

_____ 6. Signature card

_____ 7. Overdraft

_____ 8. Loan

_____ 9. Serial number

_____10. Canceled check

_____11. Denomination

_____12. Deposits in transit

_____13. Interest

_____14. Gross national product

_____15. Counterfeit bill

a. a check that has been paid by the bank; the check is then returned to you with the bank statement.

b. the amount of money charged for borrowed money--or the amount paid to a depositor for money in a savings account

c. an increase in the amount of money and credit available to purchase goods without an increase in the amount of goods available, resulting in a rise in the general price of the goods

d. something of value held by a bank as security to guarantee repayment of a loan

e. value or size of a piece of money

f. money borrowed with promise to pay

g. something that is necessary or required for your well-being

h. when the total amount of checks written on an account is more than the amount deposited into the account

i. something a person has a strong desire for, but which is not really necessary

j. signature on the back of a check that allows it to be cashed or deposited

k. another way of saying "balancing the checkbook." Process of getting the checkbook and the bank's balance to match

l. the total value of products that are produced in this country

_____16. Bank statement

_____17. Needs

_____18. Voiding a check

_____19. Service charge

_____20. Reconciling a bank statement

m. a report sent periodically to the customer that includes a record of all deposits, a list of all checks that have been paid by the bank, all bank charges, and the canceled checks

n. deposits that were recorded on the account holder's check register, but were not processed at the bank in time to be included on the bank statement

o. a type of guaranteed check; the bank stamps the personal check of the customer, then holds the amount of the check from the customer's account until the check is cashed

p. money made by an individual but not approved by the U.S. government

q. numbers on bills which identify them

r. fee charged by the bank for handling checking accounts

s. card on file at the bank that shows the signature of persons authorized to write checks on an account

t. tearing up a check that has been written incorrectly

PERSONAL MONEY MANAGEMENT

UNIT TEST--PART 2

Answer the following statements true or false by placing a T for True or an F for False in the space at the left.

_____ 1. Inflation occurs when the volume of money and credit you have goes up.

_____ 2. Inflation occurs when the amount of goods available goes up.

_____ 3. GNP stands for Gross National Prosperity.

_____ 4. When the supply of products or services available goes down, the demand usually goes up.

_____ 5. When the supply of products or services available goes up, the demand usually goes up also.

_____ 6. The greater the demand for a product the lower the price.

_____ 7. There are no ways to plan against inflation.

_____ 8. The Gross National Product is the total value of products that are produced in this country.

_____ 9. Inflation affects the amount of goods our money will buy.

_____ 10. Inflation only affects the wealthy.

UNIT V

PERSONAL MONEY MANAGEMENT

UNIT TEST--PART 3

Read the statements below. Put an "A" in the blank if it applies to the rules of budgeting and a "B" in the blank if it applies to reasons for using a budget.

_____ 1. Set up some type of savings goal.

_____ 2. A budget forces you to have goals for using money.

_____ 3. Be flexible.

_____ 4. Put your spending goals in order of importance to you.

_____ 5. A budget makes you live on the money you actually make.

_____ 6. A budget helps you to have confidence in yourself when dealing with financial problems.

_____ 7. Think about the future and plan ahead.

_____ 8. A budget helps locate wasteful spending habits.

_____ 9. Know the difference between wants and needs.

_____ 10. A budget helps you be sure of yourself when dealing with money.

UNIT V

PERSONAL MONEY MANAGEMENT

UNIT TEST--PART 4

List the following parts of a budget under the proper heading, using the terms provided.

Fixed salary

Short-term savings goals

Flexible expenses

Long-term savings goal

Fixed expenses

Assumed wages

1. Income

   a. ______________________________

   b. ______________________________

2. Expenses

   a. ______________________________

   b. ______________________________

3. Savings goals

   a. ______________________________

   b. ______________________________

UNIT V

PERSONAL MONEY MANAGEMENT

UNIT TEST--PART 5

A. Choose the correct word or term to complete each statement by writing the correct answer in the blank.

1. Keep your budget ____________________.

simple   hard   up

2. Make sure your budget is ____________________.

in the red   adjustable   forgotten

3. Know total ____________________.

interest   tips   income

4. Housing would be a ____________________ expense.

fixed   flexible   cheap

5. Clothing would be a ____________________ expense.

fixed   flexible   high

6. Adjust spending to ____________________ available.

time   merchandise   money

B. Answer the following statements about budgets True or False by placing a T for True or an F for False in the space provided.

_____ 1. Knowing your total income can help you set up your budget.

_____ 2. Sources of income never change.

_____ 3. Your budget should be planned so that it can be changed.

_____ 4. Your spending pattern will help you figure future expenses.

_____ 5. You will not find out what expenses you have with a spending pattern.

_____ 6. You will see how often expenses have to be paid with a spending pattern.

_____ 7. Housing is a flexible expense.

_____ 8. Spending must be adjusted to the money available.

_____ 9. Transportation is a fixed expense.

UNIT V

PERSONAL MONEY MANAGEMENT

UNIT TEST--PART 6

A. Indicate which of the following statements are True or False concerning savings accounts by writing T for True or F for False in the space at the left.

_____ 1. A good reason to open a savings account is that savings accounts provide checks which serve as legal receipts of payments.

_____ 2. Security for the future is a reason to open a savings account.

_____ 3. The most common method of saving is the passbook account.

_____ 4. In a passbook account, the bank automatically transfers money from a checking account into a savings account.

_____ 5. Both passbook accounts and payroll deduction savings plans will earn interest.

_____ 6. Money orders allow transfers of money from one person to another without sending cash.

B. Match the situation in the left column to a banking service that would be appropriate, listed in the right column.

_____ 1. A person is going on vacation and does not want to carry cash.

_____ 2. A person needs to withdraw cash and make deposits in an account after regular banking hours.

_____ 3. A woman wants to store a valuable family ring.

_____ 4. A father wants to make sure the bank will handle the financial affairs of his young children

_____ 5. A self-employed business person needs help in keeping his/her business records.

_____ 6. A person wants a credit card that he/she can use in several different stores.

_____ 7. A person wants his/her house payment made automatically.

_____ 8. A person wants to buy a car but needs to borrow the money.

_____ 9. A family wants to save money for vacation expenses.

a. Safe deposit box

b. Trust department

c. Bookkeeping service for a small business

d. Bank credit card

e. Traveler's checks

f. Automatic Teller Machine

g. Vacation club

h. Bank drafts

i. Loans

UNIT V

PERSONAL MONEY MANAGEMENT

UNIT TEST--PART 7

A. List three advantages of having a checking account.

1.

2.

3.

B. Place the following steps for opening a checking account in the correct sequence by numbering the steps from 1-4.

_____ 1. Make a deposit in the account.

_____ 2. Sign a signature card.

_____ 3. Complete a deposit slip.

_____ 4. Record the deposit in the checkbook.

C. Read the following statements concerning checking accounts and place an "X" beside the statements that are correct.

_____ 1. Checking accounts provide an easy way of paying bills.

_____ 2. Checking accounts help in record keeping.

_____ 3. A signature card should be signed by all persons authorized to use the account.

_____ 4. Checking accounts earn interest.

_____ 5. It is not necessary for the signature card to be signed the way all checks will be signed.

_____ 6. A deposit slip is completed when taking money out of a checking account.

_____ 7. Any responsible person may open a checking account, but it is very important to use a checking account properly and to keep accurate records.

_____ 8. The check register or stub should be completed before writing a check.

_____ 9. All deposits and checks should be recorded in the check register or check stub.

_____10. Reconcile your bank statement immediately when you receive your bank statement from the bank.

_____ 11. An overdraft occurs when the deposits are more than the checks written on an account.

D. Place an "X" beside those items that should be included on a deposit slip.

_____ 1. The date

_____ 2. The amount of checks to be deposited

_____ 3. The net deposit

_____ 4. Your account number

_____ 5. Your bank balance

_____ 6. The total amount of money to be deposited

_____ 7. Your address

_____ 8. The number of bills to be deposited

E. Fill in the blanks by using the words listed below to complete the following sentences.

register or stub
balance
account number
signature
number
amount
date

1. Always complete the check ____________________ before writing the check.

2. When using a check register, the ____________________ of the check will have to be recorded, but a stub-type checkbook will already have this printed on it.

3. The date the check is written, the name of the person or business to whom the check is written, and the ____________________ of the check are recorded on the stub or register.

4. Subtract the amount of the check from the previous balance and enter the correct figure in the ____________________ column of the check register.

UNIT V

PERSONAL MONEY MANAGEMENT

UNIT TEST--PART 8

A. Circle the number beside the items that should be included in the bank statement.

1. The canceled checks
2. A record of the deposits made
3. A listing of the checks that have "cleared" the bank
4. A record of any service charges the bank has made on your account

B. There are eight basic steps in reconciling a bank statement. Determine which of the steps below would be the first step in the process, and place a "1" beside the statement. Place a "2" beside the second step, and continue until all eight steps have been put in correct order.

_____ 1. List any deposits you have made that are not shown on the bank statement.

_____ 2. Compare the final adjusted balances from the two records to determine if the two balances are the same.

_____ 3. List all checks outstanding on the bank statement worksheet.

_____ 4. Enter all charges shown on the bank statement on the check stub or in the check register.

_____ 5. Sort the canceled checks and arrange them numerically.

_____ 6. Subtract the bank service charges from the balance shown in the check register or stub.

_____ 7. To the ending balance of the bank statement, add all outstanding deposits and subtract all outstanding checks.

_____ 8. Check off in the check register each of the checks paid by the bank.

C. Describe three things you could do if the checkbook does not balance with the bank statement.

UNIT V

PERSONAL MONEY MANAGEMENT

UNIT TEST--PART 9

In filling out this form, give the least number of coins and bills in change. Example: $2.36 from $5.00--there would be four .01; one .10; one .50; and two $1.00.

	AMOUNT OF SALE	AMOUNT RECEIVED	DENOMINATIONS OF CHANGE								
			1¢	5¢	10¢	25¢	50¢	$1.00	$5.00	$10.00	$20.00
1.	$ 4.27	$ 10.00									
2.	3.18	5.00									
3.	2.79	5.00									
4.	.67	1.00									
5.	1.92	5.00									
6.	4.91	10.00									
7.	15.25	20.00									
8.	7.98	10.00									
9.	13.07	15.00									
10.	6.52	10.00									
11.	8.73	10.00									
12.	12.46	20.00									
13.	4.31	10.00									
14.	18.77	20.00									
15.	24.38	30.00									
16.	11.07	15.00									
17.	75.48	100.00									
18.	11.24	20.00									
19.	92.31	100.00									
20.	17.11	20.00									

UNIT VI

COMPLETING GOVERNMENT-REGULATED WORK TASKS

UNIT OBJECTIVES

After completing this unit, the student will be able to complete those forms required by the United States government to work in this country. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Match terms associated with completing government-regulated work tasks
2. Explain the correct procedures for completing a request for a social security card
3. Complete a social security card application
4. Explain the purpose of a W-4 form
5. Complete a W-4 form
6. Explain the purpose of a W-2 form
7. Explain the purpose of income tax return forms
8. Complete a 1040EZ form

COMPLETING GOVERNMENT-REGULATED WORK TASKS

NOTES TO THE INSTRUCTOR

I. Objective Sheet

  A. Discuss the unit objective with the students.

  B. Discuss each specific objective.

  C. Have the students complete the objectives in a sequence best suited to your classroom.

  D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

  A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

    1. Discuss terms and definitions.

    2. Complete ACTIVITY SHEET 1--WORD FIND.

  B. INFORMATION SHEET 2--FORMS REQUIRED IF YOU WORK IN THE UNITED STATES

    1. Discuss Information Sheet.

    2. Use TM-1--FORMS REQUIRED IF YOU WORK IN THE UNTED STATES to reinforce this information.

    3. Show TM-2--A SAMPLE SOCIAL SECURITY CARD to reinforce information concerning social security.

    4. Complete the following Activity Sheets:

      a. ACTIVITY SHEET 2--COMPLETING A SOCIAL SECURITY APPLICATION BLANK

        (NOTE: A representative of the Social Security Administration will come to your school to explain benefits and help with completing cards--be sure to give at least two weeks notice.)

      b. ACTIVITY SHEET 3--COMPLETING A W-4 FORM. Use TM-3--SAMPLE W-4 to give students an idea of how a completed form should look.

      c. ACTIVITY SHEET 4--COMPLETING AN INCOME TAX RETURN

        (1) Contact a Certified Public Accountant in your area to speak to your class concerning income tax laws.

        (2) The 1040-EZ form may also be used as a transparency master--some students may need step-by-step oral instructions.

(3) Use TM-4--SAMPLE W-2 FORM to reinforce the importance of the W-2 form in completing income tax return forms.

III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The test is divided into two parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on information covered in this unit.

B. For any additional information presented, corresponding answer sheets should be developed.

VI. References

(NOTE: The following references which were used in preparing this unit would be excellent resources for the classroom.)

A. United States Department of Health and Human Services, Social Security Administration, How to Apply for a Social Security Number Card. Washington, DC: U.S. Government Printing Office, 1982.

B. United States Department of the Treasury, Internal Revenue Service, Form 1040EZ, Income Tax Return for Single Filers With No Dependents. Washington, DC: U.S. Government Printing Office, n.d.

C. United States Department of the Treasury, Internal Revenue Service, Form W-2, Wage and Tax Statement. Washington, DC: U.S. Government Printing Office, n.d.

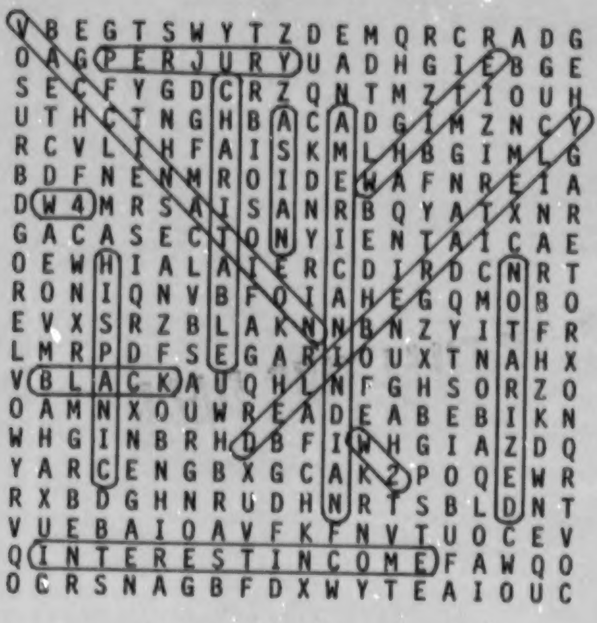
D. United States Department of the Treasury, Internal Revenue Service, Form W-4, Employees' Withholding Allowance Certificate. Washington, DC: U.S. Government Printing Office, n.d.

UNIT VI

COMPLETING GOVERNMENT-REGULATED WORK TASKS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



```
V B E G T S W Y T Z D E M Q R C R A D G
O A G P E R J U R Y U A D H G I E B G E
S E C F Y G D C R Z Q N T M Z T I O U H
U T H C I N G H B A C A D G I M Z N C Y
R C V L I H F A I S K M L H B G I M L G
B D F N E N M R O I D E W A F N R E I A
D W 4 M R S A I S A N R B Q Y A T X N R
G A C A S E C T O N Y I E N T A I C A E
O E W H I A L A I E R C D I R D C N R T
R O N I Q N V B F O I A H E G Q M O B O
E V X S R Z B L A K N N B N Z Y I T F R
L M R P D F S E G A R I O U X T N A H X
V B L A C K A U Q H L N F G H S O R Z O
O A M N X O U W R E A D E A B E B I K N
W H G I N B R H D B F I W H G I A Z D Q
Y A R C E N G B X G C A K Z P O Q E W R
R X B D G H N R U D H N R T S B L D N T
V U E B A I O A V F K F N V T U O C E V
Q I N T E R E S T I N C O M E F A W Q O
O C R S N A G B F D X W Y T E A I O U C
```

ACTIVITY SHEETS 2-3

Evaluated to the satisfaction of the instructor

ACTIVITY SHEET 4

Line 1 -$10,000.00
Line 2 -N/A
Line 3 -$10,000.00
Line 4 -N/A
Line 5 -$10,000.00
Line 6 -$ 1,000.00
Line 7 -$ 9,000.00
Line 8 -$ 1,000.00
Line 9 -$ 955.00
Line 10-$ 45.00
Line 11-N/A

Student's signature and date completed.

COMPLETING GOVERNMENT-REGULATED WORK TASKS

ANSWERS TO UNIT TEST

PART 1		PART 2	
1.	g	1.	T
2.	a	2.	F
3.	h	3.	T
4.	l	4.	T
5.	i	5.	T
6.	b	6.	F
7.	j	7.	T
8.	c	8.	F
9.	e	9.	F
10.	k	10.	F
11.	d	11.	F
12.	m	12.	T
13.	f	13.	T
		14.	F
		15.	T

COMPLETING GOVERNMENT-REGULATED WORK TASKS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

(NOTE: Categories for race and ethnic background have been established by the Office of Federal Statistical Policy and Standards to assure uniform reporting to all federal agencies.)

1. American Indian or Alaskan Native--persons having origins (ancestry) in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition

2. Asian or Pacific Islander--persons having origins (ancestry) in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, the Philippine Islands, Korea, Samoa, etc.

3. Black or Negro (not Hispanic)--persons having origins (ancestry) in any of the black racial groups of Africa

4. Charitable organization--a united effort to provide help for those who are in need

   Example: Muscular Dystrophy Association

5. Deliberately--to do something on purpose; not an accident

6. Hispanic--persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (ancestry), regardless of race

7. Interest income--money that is earned on a percentage basis by placing money in some type of savings account

8. Notarized--the acknowledgement by a public officer, by the use of a seal, who certifies that a paper is authentic (real)

9. Perjury--to voluntarily violate an oath or vow; to put down false information and swear it is true

10. Vaccination certificate--record of immunization shots given to you; required for enrollment in public schools

11. W-2 form--a form provided by employers showing the total amount of income tax paid, total gross earnings, and total amount of social security paid for a year

12. W-4 form--a form used to show the number of dependents you are claiming, thus determining the amount of income tax that is taken out of your check each pay period

13. White (not Hispanic)--persons having origins (ancestry) in any of the original peoples of Europe, North Africa, or the Middle East

COMPLETING GOVERNMENT-REGULATED WORK TASKS

ACTIVITY SHEET 1--WORD FIND

Directions: Using INFORMATION SHEET 1 as a guide, locate the words in the word find that best completes the sentences.

```
V B E G T S W Y T Z D E M Q R C R A D G
O A G P E R J U R Y U A D H G I E B G E
S E C F Y G D C R Z Q N T M Z T I O U H
U T H C T N G H B A C A D G I M Z N C Y
R C V L I H F A I S K M L H B G I M L G
B D F N E N M R O I D E W A F N R E I A
D W 4 M R S A I S A N R B Q Y A T X N R
G A C A S E C T O N Y I E N T A I C A E
O E W H I A L A I E R C D I R D C N R T
R O N I Q N V B F O I A H E G Q M O B O
E V X S R Z B L A K N N B N Z Y I T F R
L M R P D F S E G A R I O U X T N A H X
V B L A C K A U Q H L N F G H S O R Z O
O A M N X O U W R E A D E A B E B I K N
W H G I N B R H D B F I W H G I A Z D Q
Y A R C E N G B X G C A K 2 P O Q E W R
R X B D G H N R U D H N R T S B L D N T
V U E B A I O A V F K F N V T U O C E V
Q I N T E R E S T I N C O M E F A W Q O
O G R S N A G B F D X W Y T E A I O U C
```

A person having origins (ancestry) in any of the black racial groups of Africa is considered ________or Negro.

Persons of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish culture or origin (ancestry) regardless of race are considered ________.

To voluntarily violate an oath or vow; to put down false information and swear it is true is ________.

A ________ form is given by employers showing the total amount of income tax paid, total gross earnings, and total amount of social security paid for a year.

To have a paper ________ you have a public officer, by the use of a seal, certify that a paper is authentic (real).

A ________ (not Hispanic) person is one having origins (ancestry) in any of the original peoples of Europe, North Africa, or the Middle East.

Persons having origins (ancestry) in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition may be ________ ________ or Alaskan Native.

A ________ Organization is a united effort to provide help for those who are in need.

Money that is earned on a percentage basis by placing money in some type of savings account is ________ ________.

Persons having origins (ancestry) in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands are termed ________, or Pacific Islanders.

To do something on purpose--not an accident is to do it ___________.

A_______ form is used to show the number of dependents you are claiming. thus determining the amount of income tax that is taken out of your check each pay period.

A _______ certificate is a record of immunization shots given to you; required for enrollment in public schools.

COMPLETING GOVERNMENT-REGULATED WORK TASKS

INFORMATION SHEET 2--FORMS REQUIRED IF YOU WORK IN THE UNITED STATES

I. The Social Security Card is used for identification purposes by the Social Security Administration.

   A. The Social Security Administration will know how much you have contributed.

   B. A nine-digit number is used.

      1. Many people in the United States could have the same first and last names.

      2. Everyone who applies is assigned a different number to prevent the possibility of confusing accounts.

II. How to Apply for a Card

   A. Mail your application and documents to the nearest social security office or take them in person.

   B. Some people must apply in person.

      1. If you are 18 years old or older and have never had a social security card

      2. If you are an alien (not a U.S. citizen) whose immigration documents should not be mailed

   C. Evidence you will need

      1. The Social Security law requires that you furnish evidence of your age, identity, and U.S. citizenship.

         a. Evidence of age and citizenship (one of the following):

            (1) Public or hospital birth certificate

            (2) Religious record of birth or baptism

         b. Evidence of identity (at least one of the following):

            (1) School identification card

            (2) Vaccination certificate

            (3) School record or report card

            (4) Record of membership in Boy Scouts, Girl Scouts, or other youth organization

c. U.S. citizen--born outside the U.S. applying for original Social Security number (submit either):

  (1) U.S. consular report of birth and evidence of your identity;

  (2) Your foreign birth certificate (if available) and one of the following:

    a) U.S. citizen I.D. card

    b) Certificate of citizenship

    c) U.S. passport

    d) Naturalization certificate

    e) U.S. military discharge papers showing U.S. citizenship

d. Alien--not a U.S. citizen applying for original Social Security number

  (1) If you are an alien living or visiting the U.S., you should bring your foreign birth certificate (if available), and one of the following to the Social Security Office:

    a) Alien Registration Card I-151 or I-551

    b) U.S. Immigration Form I-94, I-95, I-185, I-186, or I-586 (and I-444, if applicable)

  (2) You will be assigned a number to use for work only if you are a permanent resident alien or are otherwise authorized to work by the Immigration and Naturalization Service (INS).

  (NOTE: Original or certified copies must be sent. Uncertified or notorized photocopies of required information will not be accepted.)

III. The W-4 Form (Employee's Withholding Certificate) is required so that income tax can be withheld from your paycheck each pay period, rather than having to pay it all at the end of the year.

  A. Lets the Internal Revenue Service and your employer know the number of dependents you are claiming

  B. The more dependents you claim, the less is taken out of your check.

  C. A new W-4 is filled out with each job, even if you have more than one job.

  D. Can be changed to add or drop dependents that have already been claimed.

IV. The W-2 Form (Wage and Tax Statement) is completed by your employer.

   A. Is a record that shows the total amount earned (gross earnings), the total amount of income tax deducted, and the total amount of social security deducted for the year

   B. Is used to complete your income tax return

      1. Copy A, given to the Internal Revenue Service Center

      2. Copy B, to be filed with your income tax return

      3. Copy C, for your records

      4. Copy D, for your employer's records

V. Income Tax Returns

   A. Three versions

      1. Form 1040

      2. Form 1040A

      3. Form 1040EZ (easiest to complete)

   B. Read instructions in each guide to see which form would be best for you.

   (NOTE: There are certain conditions you must meet for each form.)

   C. Used to let the Internal Revenue Service decide whether you have paid in enough income tax during the year

FORMS REQUIRED IF YOU WORK IN THE UNITED STATES

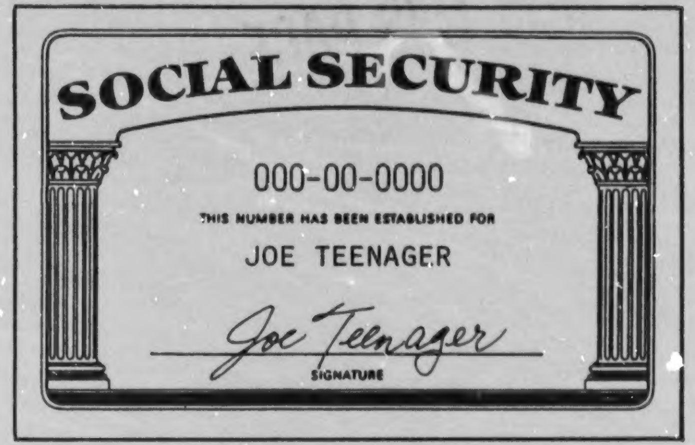
SOCIAL SECURITY - Must have a card and number to be hired for a job.

W-2 FORM - Shows amount earned, income tax deducted, and social security deducted for a calendar year. (COMPLETED BY YOUR EMPLOYER)

W-4 FORM - Way of determining how much income tax is deducted from your paycheck.

INCOME TAX RETURN - Used to let the Internal Revenue Service decide whether you have paid in enough tax during the year.

SAMPLE
SOCIAL SECURITY CARD



SOCIAL SECURITY

000-00-0000

THIS NUMBER HAS BEEN ESTABLISHED FOR

JOE TEENAGER

Joe Teenager

SIGNATURE

TM-2

SAMPLE W-4 FORM

Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶ Your social security number ▶

Address (including ZIP code) ▶

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $

3 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶

c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY) | Employer identification number

1. **Print Name Exactly as Shown on Social Security Card:**

First Name Middle Name Last Name

2. **Permanent Mailing Address**

Number and Street

City State Zip

3. **Local Mailing Address**

Number and Street

City State Zip

4. **Social Security Number:**

If you do not have a Social Security Card Number, fill out Treasury Department Form SS-5 which may be obtained at the Business Office or at the local Post Office. This completed form is to be mailed to Mr. Ray Hudson, Social Security Administrator Field Office, 2995 Lamar Ave., Paris, Texas. The Field Office will mail direct to you your Social Security Card; and immediately upon receipt of your Social Security Card, please complete the above form and return to the College Business Office, First Floor, Administration Building.

NAME

TM-3

BEST COPY AVAILABLE

SAMPLE W-2 FORM

1 Control number	22222	For Official Use Only OMB No. 1545-0008	
2 Employer's name, address, and ZIP code		3 Employer's identification number	4 Employer's State number
		5 Stat. employee ☐ Deceased ☐ Legal rep. ☐ 942 emp. ☐ Subtotal ☐	Void ☐
		6 Allocated tips	7 Advance EIC payment
8 Employee's social security number	9 Federal income tax withheld	10 Wages, tips, other compensation	11 Social security tax withheld
12 Employee's name (first, middle, last)		13 Social security wages	14 Social security tips
		16 *	
15 Employee's address and ZIP code		For Paperwork Reduction Act Notice, see back of Copy D	

Form **W-2 Wage and Tax Statement 1983**

Copy A For Social Security Administration
* See Instructions for Forms W-2 and W-2P

Department of the Treasury
Internal Revenue Service

18-0331880

Do NOT Cut or Separate Forms on This Page

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COMPLETING GOVERNMENT REGULATED WORK TASKS

ACTIVITY SHEET 2--COMPLETING A SOCIAL SECURITY APPLICATION BLANK

Directions: Use the following instructions to complete the application.

INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM

If you do not know the answer to a question and cannot find the answer, write "unknown" in the space for the answer.

If you have any questions about how to complete the form, what papers you must submit with it or whether a personal interview will be necessary, please call your nearest social security office at the number listed in your telephone directory. After your completed application and all necessary evidence are received, your local office can tell you approximately how long it will take before you get your social security card in the mail. The instructions below are numbered to correspond with the numbered items on the application.

1. Please enter your full name as you use it for work, school, or other official business. If you have a middle name, enter it in full in the space provided. Your entire name will be recorded in our records; however, only your first name, middle initial and last name will appear on the card itself, unless you specifically request that we spell out your middle name.

   If your name has changed, show the name you were given at birth on the second line.

   If you have used any other name during your lifetime, show it on the third line. Do not include nicknames unless used officially at school or work. More than one such name can be shown.

2. Enter the address where you want your social security card mailed. If mail under your name is not normally received at the address which you show, use an "in care of" address. Example: c/o J. Doe, 1 Elm St.

3. Check the block which applies to you. If you checked "Other," please submit a statement explaining your situation and why you need a social security number. (You may attach a separate sheet.)

4. Check the block to indicate your sex.

5. While your failure to complete this question will not affect your obtaining a social security number, this information is important to find out how Social Security programs affect different groups of people in our Nation. It is also essential for preparing statistics to determine compliance with Federal civil rights laws. When used for this purpose, statistics are presented as summaries or other forms of information which do not reveal the names of individuals.

6. Enter your date of birth by month, day, year.

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7. Enter your age as of your last birthday.

8. Enter the city and state where you were born. If you were born outside the U.S., show the name of the city and country. Please do not use abbreviations.

9. The names of your parents, even if they are no longer alive, are very important in establishing your unique and individual record with social security. Be certain to show your mother's full name at her birth. If your father's last name is different from your name at birth, please explain by writing, for example, "step-father" or "adopting father" after your father's name. Use whichever name you prefer. If, however, you have ever requested a card before, use the name of the same father, step-father, etc. you used when you first applied.

10. If the individual in Item 1 has applied for a social security card before but needs a revised or replacement card, check "Yes" in 10a and complete 10b - 10e. Be sure to enter all nine digits of the social security number in 10c in exact order. If the date of birth shown in Item 6 is different than the date given on any previous application for a social security number or replacement card, enter the previously used date of birth in 10e.

    If the individual in Item 1 never applied for a social security card before, check "No" in 10a and go to Item 11.

    If the individual in Item 1 doesn't know if he/she ever applied for a social security card before, check "Don't Know" in 10a and go to Item 11.

11. Enter today's date by month, day, year.

12. If we must contact you for any reason, we would prefer to phone you. Please indicate a phone number where we can reach you or leave a message for you. Include the area code.

13. Sign your name as it is usually written. Do not print unless your usual signature is printed. If you are applying on behalf of someone else, sign your own name. If you cannot write your name, you may sign by an "X" mark. Two persons must sign as witnesses to your mark.

14. Check the block marked "Self" if you are completing the form for yourself. If you are completing the form for someone else, check the "Other" block and show your relationship to the applicant, for example, "father" or "guardian."

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DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

Form Approved
OMB No. 0960-0066

FORM SS-5 — APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b))

INSTRUCTIONS TO APPLICANT ▶ Before completing th form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not us ncil.

NAME TO BE SHOWN ON CARD	First	Middle	Last
FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last
OTHER NAME(S) USED			
MAILING ADDRESS	(Street/Apt. No., P.O. Box, Rural Route No.)		
CITY		STATE	ZIP CODE

CITIZENSHIP (Check one only)

☐ a. U.S. citizen
☐ b. Legal alien allowed to work
☐ c. Legal alien not allowed to work
☐ d. Other (See instructions on Page 2)

SEX

☐ MALE
☐ FEMALE

RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)

☐ a. Asian, Asian-American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
☐ c. Negro or Black (not Hispanic)
☐ d. North American Indian or Alaskan Native
☐ e. White (not Hispanic)

DATE OF BIRTH ▶	MONTH	DAY	YEAR	PRESENT AGE	PLACE OF BIRTH ▶	CITY	STATE OR FOREIGN COUNTRY

MOTHER'S NAME AT HER BIRTH	First	Middle	Last (her maiden name)
FATHER'S NAME	First	Middle	Last

a Has the person listed in Item 1 above or anyone acting on that person's behalf ever applied for a social security number card before? ☐ YES (2) ☐ NO (1) ☐ Don't know (1) If yes, when: MONTH YEAR

b Was a card received? ☐ YES (3) ☐ NO (1) ☐ Don't know (1) If you checked yes to a or b, complete items c through e; otherwise go to item 11.

c Enter Social Security Number ☐ ☐ ☐ – ☐ ☐ – ☐ ☐ ☐ ☐

d Enter the name shown on the most recent social security card

e Date of birth correction (See Instruction 10 on page 2) ▶ MONTH DAY YEAR

TODAY'S DATE ▶ MONTH DAY YEAR

Telephone number where we can reach you during the day. Please include the area code. ▶ HOME OTHER

WARNING: Deliberately furnishing (or causing to be furnished) false information on this application is a crime punishable by fine or imprisonment, or both.

YOUR SIGNATURE

YOUR RELATIONSHIP TO PERSON IN ITEM 1

☐ Self ☐ Other (Specify) ____________________

WITNESS (Needed only if signed by mark "X")

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

SSN ASSIGNED ☐ ☐ ☐ – ☐ ☐ – ☐ ☐ ☐ ☐

DTC SSA RECEIPT DATE:

NPN

DOC NTC CAN BIC

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW.

TYPE(S) OF EVIDENCE SUBMITTED

☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

DATE

DATE

IDN ITV DCL

ACTIVITY SHEET

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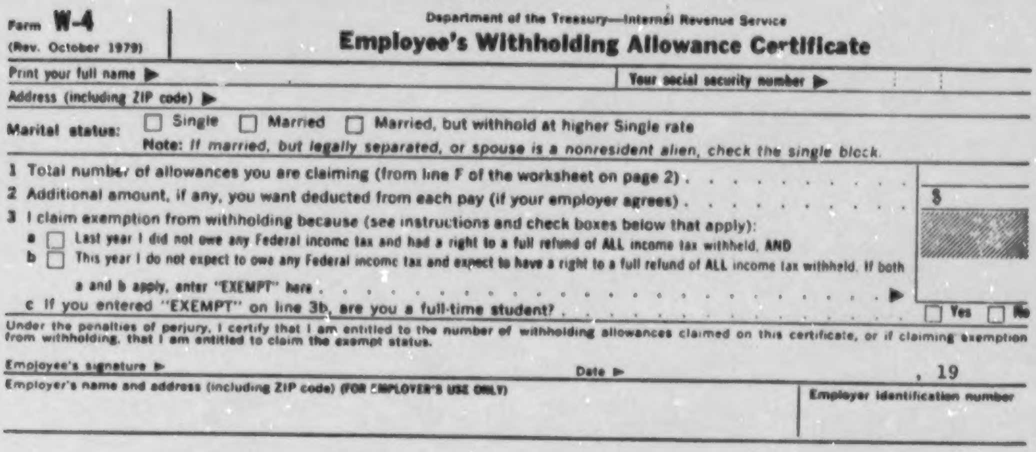
COMPLETING GOVERNMENT REGULATED WORK TASKS

ACTIVITY SHEET 3--COMPLETING A W-4 FORM

Directions: Complete the W-4 form below, using the following information:

1. Print your name and current address.
2. Write your own social security number if you have one. If not, use the numbers: 555-55-5555.
3. Check the single box under marital status.
4. Write the number "1" in the number of allowances blank.
5. Disregard the other deductions category.
6. Read the statement concerning the penalties for perjury, and sign your name.
7. Write today's date.

FORM W-4



Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶ Your social security number ▶

Address (including ZIP code) ▶

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $

3 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶

c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY) Employer identification number

1. Print Name Exactly as Shown on Social Security Card:

First Name Middle Name Last Name

2. Permanent Mailing Address **3. Local Mailing Address**

Number and Street Number and Street

City State Zip City State Zip

4. Social Security Number:

If you do not have a Social Security Card Number, fill out Treasury Department Form SS-5 which may be obtained at the Business Office or at the local Post Office. This completed form is to be mailed to Mr. Ray Hudson, Social Security Administrator Field Office, 2905 Lamar Ave., Paris, Texas. The Field Office will mail direct to you your Social Security Card; and immediately upon receipt of your Social Security Card, please complete the above form and return to the College Business Office, First Floor, Administration Building.

COMPLETING GOVERNMENT-REGULATED WORK TASKS

ACTIVITY SHEET 4--COMPLETING AN INCOME TAX RETURN

Directions: Using the directions below, and the W-2 form, complete the income tax return on the following page.

Completing your return

Name and address

Use the mailing label from the back cover of the instruction booklet. Correct any errors right on the label. But don't place the label on your return until you have completed it. If you don't have a label, print or type the information in the spaces provided. If you don't have a social security number, see page 7. (Use the number 555-55-5555 in completing your form.)

Presidential election campaign fund

This fund was established by Congress to help pay campaign costs of candidates running for President. You may have one of your tax dollars go to this fund by checking the box.

Figure your tax

Line 1. Write on line 1 the total amount you received in wages, salaries, and tips from all employers.

Your employer should have reported your income on a wage statement, Form W-2. If you don't receive your W-2 form by February 15, contact your local IRS office. Attach W-2 form(s) to your return.

Line 2. Write on line 2 the total interest income you received from all sources, such as banks, savings and loans, credit unions, and other institutions with which you deposit money. You should receive an interest statement (usually Form 1099-INT) from each institution that paid you interest.

You cannot use Form 1040EZ if your total interest income is over $400 or you received interest income from an All-Savers Certificate.

Line 6. Every taxpayer is entitled to one $1,000 personal exemption. If you are also entitled to additional exemptions for being 65 or over, for blindness, for your spouse, or for your dependent children or other dependents, you cannot use this form. You must use Form 1040A or Form 1040.

Line 8. Write the amount of Federal income tax withheld, as shown on your W-2 form(s). If you had two or more employers and had total wages of over $32,400, see page 19. If you want IRS to figure your tax for you, complete lines 1 through 8, sign, and date your return. If you want to figure your own tax, continue with these instructions.

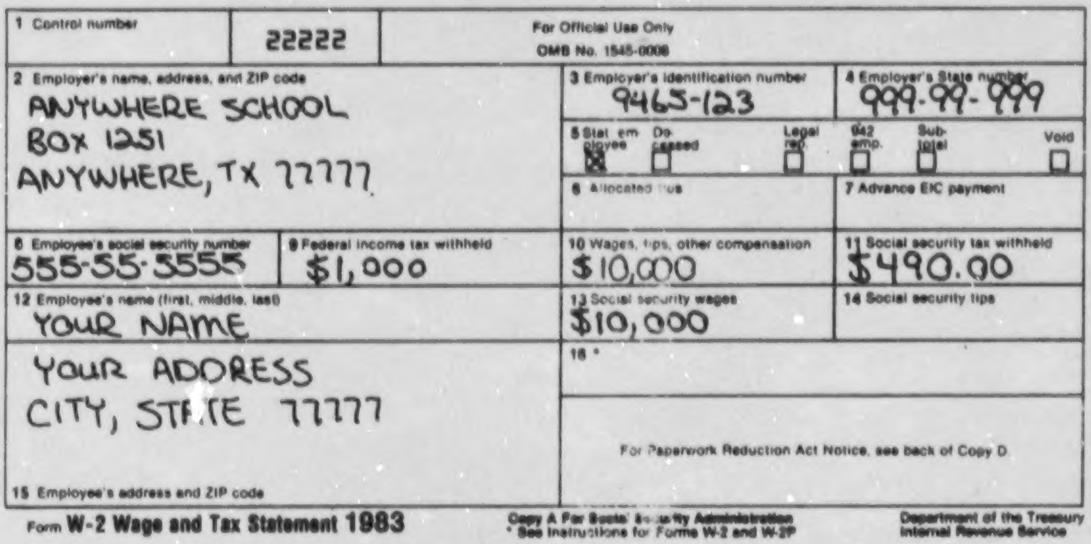
Line 9. Use the amount on line 7 to find your tax table on pages 26-31. Be sure to use the column in the tax table for single taxpayers. Write the amount of tax on line 9.

Refund or amount you owe
Line 10. Compare line 8 with line 9. If line 8 is larger than line 9, you are entitled to a refund. Subtract line 9 from line 8, and write the result on line 10.

Line 11. If line 9 is larger than line 8, you owe more tax. Subtract line 8 from line 9, and write the result on line 11. Attach your check or money order for the full amount. Write your social security number and "Form 1040EZ" on your payment.

Sign your return
You must sign and date your return. If you pay someone to prepare your return, that person must always sign it below the space for your signature and supply the other information required by IRS.

U.S. Government Printing Office - Department of the Treasury, Internal Revenue Service, Form 1040EZ Income Tax Return for Single Filers with no Dependents



1 Control number 22222

For Official Use Only
OMB No. 1545-0008

2 Employer's name, address, and ZIP code
ANYWHERE SCHOOL
BOX 1251
ANYWHERE, TX 77777

3 Employer's identification number 9465-123

4 Employer's State number 999-99-999

5 Stat. employee ☒ Deceased ☐ Legal rep. ☐ 942 emp. ☐ Subtotal ☐ Void ☐

6 Allocated tips

7 Advance EIC payment

8 Employee's social security number 555-55-5555

9 Federal income tax withheld $1,000

10 Wages, tips, other compensation $10,000

11 Social security tax withheld $490.00

12 Employee's name (first, middle, last) YOUR NAME

13 Social security wages $10,000

14 Social security tips

15 Employee's address and ZIP code
YOUR ADDRESS
CITY, STATE 77777

16 *

For Paperwork Reduction Act Notice, see back of Copy D.

Form W-2 Wage and Tax Statement 1983

Copy A For Social Security Administration
* See Instructions for Forms W-2 and W-2P

Department of the Treasury
Internal Revenue Service

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Department of the Treasury – Internal Revenue Service

1982 **Form 1040EZ Income Tax Return for Single filers with no dependents** (0)

OMB No. 1545-0675

Instructions are on the back of this form.
Tax Table is in the 1040EZ and 1040A Tax Package.

Name and address

Use the IRS mailing label. If you don't have a label, print or type:

Name (first, initial, last) Social security number

Present home address

City, town or post office, State, and ZIP code

Presidential Election Campaign Fund
Check this box ☐ if you want $1 of your tax to go to this fund.

Figure your tax

Attach Copy B of Forms W-2 here

1 Wages, salaries, and tips. Attach your W-2 form(s).	1	.
2 Interest income of $400 or less. If more than $400, you cannot use Form 1040EZ.	2	.
3 Add line 1 and line 2. This is your **adjusted gross income.**	3	.
4 Allowable part of your charitable contributions. Complete the worksheet on page 18. Do not write more than $25.	4	.
5 Subtract line 4 from line 3.	5	.
6 Amount of your personal exemption.	6	1,000.00
7 Subtract line 6 from line 5. This is your **taxable income.**	7	.
8 Enter your Federal income tax withheld. This is shown on your W-2 form(s).	8	.
9 Use the tax table on pages 26-31 to find the tax on your taxable income on line 7.	9	.

Refund or amount you owe

Attach tax payment here

10 If line 8 is larger than line 9, subtract line 9 from line 8. Enter the amount of your **refund.**	10	.
11 If line 9 is larger than line 8, subtract line 8 from line 9. Enter the **amount you owe.** Attach check or money order for the full amount payable to "Internal Revenue Service."		.

Sign your return

I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is correct and complete.

Your signature Date

X

For Privacy Act and Paperwork Reduction Act Notice, see page 34.

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If 1040A, line 19, OR 1040EZ, line 7 is—		And you are—			
At least	But less than	Single	Married filing jointly	Married filing separately	Head of a household
		Your tax is—			
8,000					
8,000	8,050	795	568	928	733
8,050	8,100	802	575	937	740
8,100	8,150	810	583	947	748
8,150	8,200	817	590	956	755
8,200	8,250	825	598	966	763
8,250	8,300	832	605	975	770
8,300	8,350	840	613	985	778
8,350	8,400	847	620	994	785
8,400	8,450	855	628	1,004	793
8,450	8,500	862	635	1,013	800
8,500	8,550	870	643	1,023	808
8,550	8,600	879	650	1,032	815
8,600	8,650	887	658	1,042	823
8,650	8,700	896	665	1,051	830
8,700	8,750	904	673	1,061	839
8,750	8,800	913	680	1,070	848
8,800	8,850	921	688	1,080	857
8,850	8,900	930	695	1,089	866
8,900	8,950	938	703	1,099	875
8,950	9,000	947	710	1,108	884
9,000					
9,000	9,050	955	718	1,118	893
9,050	9,100	964	725	1,127	902
9,100	9,150	972	733	1,137	911
9,150	9,200	981	740	1,146	920
9,200	9,250	989	748	1,156	929
9,250	9,300	998	755	1,165	938
9,300	9,350	1,006	763	1,175	947
9,350	9,400	1,015	770	1,184	956
9,400	9,450	1,023	778	1,194	965
9,450	9,500	1,032	785	1,203	974
9,500	9,550	1,040	793	1,213	983
9,550	9,600	1,049	800	1,222	992
9,600	9,650	1,057	808	1,232	1,001
9,650	9,700	1,066	815	1,241	1,010
9,700	9,750	1,074	823	1,251	1,019
9,750	9,800	1,083	830	1,260	1,028
9,800	9,850	1,091	838	1,270	1,037
9,850	9,900	1,100	845	1,279	1,046
9,900	9,950	1,108	853	1,289	1,055
9,950	10,000	1,117	860	1,298	1,064
10,000					
10,000	10,050	1,125	868	1,308	1,073
10,050	10,100	1,134	875	1,317	1,082
10,100	10,150	1,142	883	1,328	1,091
10,150	10,200	1,151	890	1,339	1,100
10,200	10,250	1,159	898	1,351	1,109
10,250	10,300	1,168	905	1,362	1,118
10,300	10,350	1,176	913	1,374	1,127
10,350	10,400	1,185	920	1,385	1,136
10,400	10,450	1,193	928	1,397	1,145
10,450	10,500	1,202	935	1,408	1,154
10,500	10,550	1,210	943	1,420	1,163
10,550	10,600	1,219	950	1,431	1,172
10,600	10,650	1,227	958	1,443	1,181
10,650	10,700	1,236	965	1,454	1,190
10,700	10,750	1,244	973	1,466	1,199
10,750	10,800	1,253	980	1,477	1,208
10,800	10,850	1,262	988	1,489	1,217
10,850	10,900	1,271	995	1,500	1,226
10,900	10,950	1,281	1,003	1,512	1,235
10,950	11,000	1,290	1,010	1,523	1,244
11,					
11,000	.050	1,300	1,018	1,535	1,253
11,050	.100	1,309	1,025	1,546	1,262
11,100	.150	1,319	1,033	1,558	1,271
11,150	.200	1,328	1,040	1,569	1,280
11,200	.250	1,338	1,048	1,581	1,289
11,250	11,300	1,347	1,055	1,592	1,298
11,300	11,350	1,357	1,063	1,604	1,307
11,350	11,400	1,366	1,070	1,615	1,316
11,400	11,450	1,376	1,078	1,627	1,325
11,450	11,500	1,385	1,085	1,638	1,334
11,500	11,550	1,395	1,093	1,650	1,343
11,550	11,600	1,404	1,100	1,661	1,352
11,600	11,650	1,414	1,108	1,673	1,361
11,650	11,700	1,423	1,115	1,684	1,370
11,700	11,750	1,433	1,123	1,696	1,379
11,750	11,800	1,442	1,130	1,707	1,388
11,800	11,850	1,452	1,138	1,719	1,397
11,850	11,900	1,461	1,145	1,730	1,406
11,900	11,950	1,471	1,153	1,742	1,416
11,950	12,000	1,480	1,162	1,753	1,425
12,000					
12,000	12,050	1,490	1,170	1,765	1,435
12,050	12,100	1,499	1,179	1,776	1,444
12,100	12,150	1,509	1,187	1,788	1,454
12,150	12,200	1,518	1,196	1,799	1,463
12,200	12,250	1,528	1,204	1,811	1,473
12,250	12,300	1,537	1,213	1,822	1,482
12,300	12,350	1,547	1,221	1,835	1,492
12,350	12,400	1,556	1,230	1,848	1,501
12,400	12,450	1,566	1,238	1,861	1,511
12,450	12,500	1,575	1,247	1,874	1,520
12,500	12,550	1,585	1,255	1,887	1,530
12,550	12,600	1,594	1,264	1,900	1,539
12,600	12,650	1,604	1,272	1,913	1,549
12,650	12,700	1,613	1,281	1,926	1,558
12,700	12,750	1,623	1,289	1,939	1,568
12,750	12,800	1,632	1,298	1,952	1,577
12,800	12,850	1,642	1,306	1,965	1,587
12,850	12,900	1,651	1,315	1,978	1,596
12,900	12,950	1,661	1,323	1,991	1,606
12,950	13,000	1,672	1,332	2,004	1,615
13,000					
13,000	13,050	1,682	1,340	2,017	1,625
13,050	13,100	1,693	1,349	2,030	1,634
13,100	13,150	1,703	1,357	2,043	1,644
13,150	13,200	1,714	1,366	2,056	1,653
13,200	13,250	1,724	1,374	2,069	1,663
13,250	13,300	1,735	1,383	2,082	1,672
13,300	13,350	1,745	1,391	2,095	1,682
13,350	13,400	1,756	1,400	2,108	1,691
13,400	13,450	1,766	1,408	2,121	1,701
13,450	13,500	1,777	1,417	2,134	1,710
13,500	13,550	1,787	1,425	2,147	1,720
13,550	13,600	1,798	1,434	2,160	1,729
13,600	13,650	1,808	1,442	2,173	1,739
13,650	13,700	1,819	1,451	2,186	1,748
13,700	13,750	1,829	1,459	2,199	1,758
13,750	13,800	1,840	1,468	2,212	1,767
13,800	13,850	1,850	1,476	2,225	1,777
13,850	13,900	1,861	1,485	2,238	1,786
13,900	13,950	1,871	1,493	2,251	1,796
13,950	14,000	1,882	1,502	2,264	1,805
14,000					
14,000	14,050	1,892	1,510	2,277	1,815
14,050	14,100	1,903	1,519	2,290	1,824
14,100	14,150	1,913	1,527	2,303	1,834
14,150	14,200	1,924	1,536	2,316	1,843
14,200	14,250	1,934	1,544	2,329	1,853
14,250	14,300	1,945	1,553	2,342	1,862
14,300	14,350	1,955	1,561	2,355	1,872
14,350	14,400	1,966	1,570	2,368	1,881
14,400	14,450	1,976	1,578	2,381	1,891
14,450	14,500	1,987	1,587	2,394	1,900
14,500	14,550	1,997	1,595	2,407	1,910
14,550	14,600	2,008	1,604	2,420	1,919
14,600	14,650	2,018	1,612	2,433	1,929
14,650	14,700	2,029	1,621	2,446	1,938
14,700	14,750	2,039	1,629	2,459	1,948
14,750	14,800	2,050	1,638	2,472	1,957
14,800	14,850	2,060	1,646	2,485	1,967
14,850	14,900	2,071	1,655	2,498	1,976
14,900	14,950	2,081	1,663	2,511	1,986
14,950	15,000	2,092	1,672	2,525	1,995
15,000					
15,000	15,050	2,103	1,680	2,540	2,005
15,050	15,100	2,115	1,689	2,555	2,016
15,100	15,150	2,127	1,697	2,570	2,026
15,150	15,200	2,139	1,706	2,585	2,037
15,200	15,250	2,151	1,714	2,600	2,047
15,250	15,300	2,163	1,723	2,615	2,058
15,300	15,350	2,175	1,731	2,630	2,068
15,350	15,400	2,187	1,740	2,645	2,079
15,400	15,450	2,199	1,748	2,660	2,089
15,450	15,500	2,211	1,757	2,675	2,100
15,500	15,550	2,223	1,765	2,690	2,110
15,550	15,600	2,235	1,774	2,705	2,121
15,600	15,650	2,247	1,782	2,720	2,131
15,650	15,700	2,259	1,791	2,735	2,142
15,700	15,750	2,271	1,799	2,750	2,152
15,750	15,800	2,283	1,808	2,765	2,163
15,800	15,850	2,295	1,816	2,780	2,173
15,850	15,900	2,307	1,825	2,795	2,184
15,900	15,950	2,319	1,833	2,810	2,194
15,950	16,000	2,331	1,842	2,825	2,205
16,000					
16,000	16,050	2,343	1,851	2,840	2,215
16,050	16,100	2,355	1,860	2,855	2,226
16,100	16,150	2,367	1,870	2,870	2,236
16,150	16,200	2,379	1,879	2,885	2,247
16,200	16,250	2,391	1,889	2,900	2,257

Continued on next page

COMPLETING GOVERNMENT-REGULATED WORK TASKS

UNIT TEST--PART 1

Directions: Match the terms related to completing government-regulated work tasks to their definitions by placing the correct letter in the space at the left.

_____ 1. American Indian or Alaskan Native

_____ 2. Asian or Pacific Islander

_____ 3. Black or Negro

_____ 4. Charitable organization

_____ 5. Deliberately

_____ 6. Hispanic

_____ 7. Interest income

_____ 8. Notarized

_____ 9. Perjury

_____ 10. Vaccination certificate

_____ 11. W-2 form

_____ 12. W-4 form

_____ 13. White

a. persons having origins (ancestry) in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands

b. persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (ancestry) regardless of race

c. the acknowledgement by a public officer, by the use of seal, who certifies that a paper is authentic (real)

d. a form provided by employers showing the total amount of income tax paid, total gross earnings, and total amount of social security paid for a year

e. to voluntarily violate an oath or vow; to put down false information and swear it is true

f. persons (not Hispanic) having origins (ancestry) in any of the original peoples of Europe, North Africa, or the Middle East

g. persons having origins (ancestry) in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition

h. person (not Hispanic) having origins (ancestry) in any of the black racial groups of Africa

i. to do something on purpose--not an accident

j. money that is earned, on a percentage basis, by placing money in some type of savings account

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k. record of immunization shots given to you--required for enrollment in public schools

l. a united effort to provide help for those who are in need

m. a form used to show the number of dependents you are claiming, thus determining the amount of income tax that is taken out of your check each pay period

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COMPLETING GOVERNMENT-REGULATED WORK TASKS

UNIT TEST--PART 2

Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. A social security card is used for identification purposes by the Social Security Administration.

_____ 2. A five-digit number is used on the social security card.

_____ 3. Everyone is assigned a different social security number.

_____ 4. You can mail your application and documents to the Social Security office or take them in person.

_____ 5. You must apply in person if you are 18 years old or older and have never had a social security card or you are an alien (not a U.S. citizen) whose immigration documents should not be mailed.

_____ 6. You will need only evidence of your age to apply for a social security card.

_____ 7. For evidence of identity, you could send your school report card.

_____ 8. You can send a notarized copy of your birth certificate.

_____ 9. The more dependents you claim on your W-4, the more is taken out of your check for income tax.

_____10. You cannot change the number of dependents on your W-4 once one has been completed.

_____11. The employee completes the W-2 Form.

_____12. The W-2 Form shows the total amount of Social Security deducted for a year, the total amount earned (gross earnings), and the total amount of income tax deducted.

_____13. There are three versions of an income tax return form.

_____14. You can use any internal tax return form you feel is the easiest to complete.

_____15. The Internal Revenue tax return form is used by the federal government to determine whether you have paid in enough income tax during the year.

UNIT VII

LAWS AFFECTING YOU AS A WORKER

UNIT OBJECTIVE

After completing this unit, the student will be able to identify the characteristics of those laws that affect workers. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with laws affecting workers
2. Describe the purpose of Child Labor Laws
3. Describe the minimum age standards for nonagricultural employment
4. Identify the exemptions from the Child Labor provisions of the act
5. Identify the employment standards for 14- and 15-year-olds
6. Identify permitted occupations for 14- and 15-year-olds
7. Determine that overtime of 1 1/2 times the hourly rate for any hours worked over 40 is required according to the Fair Labor Standards Act
8. Compute overtime pay
9. Describe equal pay provisions
10. Explain the Equal Employment Opportunity Act
11. Explain the Occupational Safety and Health Act

UNIT VII

LAWS AFFECTING YOU AS A WORKER

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINTIONS

      1. Discuss terms and definitions.

      2. Complete ACTIVITY SHEET 1--UNSCRAMBLING TERMS.

   B. INFORMATION SHEET 2--LAWS ARE THERE TO PROTECT YOU

      1. Discuss Information Sheet with students.

      2. TM-1--LAWS THAT ARE THERE TO PROTECT THE WORKER will reinforce the purpose of laws covered in this unit.

      3. Complete ACTIVITY SHEET 2--"WHAT JOBS ARE AVAILABLE FOR FOURTEEN- AND FIFTEEN-YEAR-OLDS?"

      4. Show TM-2--FIGURING OVERTIME PAY to assist students in learning the concept of computing overtime compensation.

      5. Complete ACTIVITY SHEET 3--FIGURING OVERTIME.

      6. TM-3--EQUAL EMPLOYMENT OPPORTUNITY ACT and TM-4--THE OCCUPATIONAL SAFETY AND HEALTH ACT should be shown to reinforce this area of instruction.

III. Answers to Activity Sheets

   A. Some Activity Sheet answers will vary and should be graded individually.

   B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

   A. The test is divided into two parts.

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1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For ease in grading, make corresponding answer sheets for additional test parts added.

VI. References and Resources

A. Gooch, Bill G. et al. Work: Pathway to Independence. Chicago: American Technical Society, 1979.

B. United Sates Department of Labor, Child Labor Requirements in Nonagricultural Occupations, Washington, D.C., Government Printing Office, 1978.

C. United States Department of Labor, Handy Reference Guide to the Fair Labor Standards Act, Washington, D.C., Government Printing Office, 1982.

D. United States Department of Labor, Overtime Compensation Under the Fair Labor Standards Act, Washington, D.C., Government Printing Office, 1982.

E. For additional information on the Occupational Safety and Health Act contact:

The National Institute for Occupational Safety and Health
Hazard Evaluation Services Branch
U.S. Department of Health, Education and Welfare
Cincinnati, Ohio 45202

F. For additional information on the Equal Employment Opportunity Act, write for the booklet, EEOC at a Glance. To obtain the booklet write to: U.S. Equal Employment Opportunity Commission Washington, D.C. 20506

G. Copies of publications concerning the Fair Labor Standards Act can be obtained free of charge from the nearest Wage and Hour Division Office.

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UNIT VII

LAWS AFFECTING YOU AS A WORKER

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. citation
2. pay severance
3. prohibits
4. discrimination
5. exemption

ACTIVITY SHEET 2

1. X
2.
3. X
4. X
5.
6.
7.
8. X
9. X
10.
11.
12. X
13. X
14.
15. X

ACTIVITY SHEET 3

1. $190.00
2. $200.00
3. $550.00
4. $215.60
5. $312.00

LAWS AFFECTING YOU AS A WORKER

ANSWERS TO UNIT TEST

PART 1

a. 3
b. 4
c. 1
d. 2
e. 5

PART 2

A. 1. F
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. T
10. F
11. F
12. T

B. 1. Prohibits discrimination in hirings, firings, layoffs, wages, promotions, and training

2. Responsible for determining safety and health standards for various kinds of work places

3. Race, religion, age, and sex

UNIT VII

LAWS AFFECTING YOU AS A WORKER

INFORMATION SHEET 1--TERMS AND DEFINTIONS

1. Citation--a notice that a company is in violation of the law
2. Discrimination--to make a difference in treatment on a basis other than what a person is like as an individual
3. Exemption--to set free from a rule or duty that others must follow; excuse
4. Prohibit--to prevent from doing something
5. Severance pay--payment, based on length of employment, that is payable to an employee upon termination

UNIT VII

LAWS AFFECTING YOU AS A WORKER

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

Directions: Unscramble the following words:

1. A notice that a company is in violation of the law

   nioattic ____________________________

2. Payment based on length of employment that is payable to an employee upon termination

   ypa eesvrncae _________ ___________________

3. To prevent from doing something

   hbiitorp ____________________________

4. To make a difference in treatment on a basis other than what a person is like as an individual

   miintaonisidcr ____________________________

5. To set free from a rule or duty that others must follow; excuse

   eepmoitnx ____________________________

UNIT VII

LAWS AFFECTING YOU AS A WORKER

INFORMATION SHEET 2--LAWS ARE THERE TO PROTECT YOU

I. Fair Labor Standards Act

   A. Child Labor Laws

      1. History

         a. Children used to work in dangerous occupations.

         b. They worked as many hours as adults, but did not receive the pay that adults did.

         c. The Fair Labor Standards Act of 1938 was passed to protect children from these practices.

      2. Minimum age standards of nonagricultural employment

         a. Age 14--Minimum age for employment in specified occupations outside school hours

         b. Age 16--Basic minimum age for employment; may be employed in any occupation other than a nonagricultural occupation declared hazardous by the Secretary of Labor

         c. Age 18--Minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor

      3. Exemptions from the Child Labor provisions of the act

         a. Children under 16 years of age employed by their parents in occupations other than manufacturing, mining, or other occupations declared hazardous

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b. Children employed as performers in motion pictures, radio, or television

4. Employment standards for 14- and 15-year-olds

   a. Hours-Time Standards

      (1) May not be employed during school hours except as provided in Work Experience and Career Exploration programs

      (2) May not work before 7 a.m. or after 7 p.m. during school term. May work until 9 p.m. from June 1 through Labor Day.

      (3) May not work more than three hours a day on school days

      (4) May not work more than 18 hours a week

      (5) May not work more than 8 hours a day on nonschool days

      (6) May not work more than 40 hours a week in nonschool weeks

5. Permitted occupations for 14- and 15-year-old minors

   a. Office and clerical work

   b. Cashiering, selling, modeling, art work, window trimming, and comparative shopping

   c. Price marking and tagging by hand or machine

   d. Bagging and carrying orders

   e. Errand and delivery work by foot, bicycle, and public transportation

   f. Cleanup work, including the use of vacuum cleaners, and maintenance of grounds but not including the use of power-driven mowers or cutters

   g. Kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used to do such work. Includes dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, and coffee grinders.

   h. Work in connection with cars and trucks--if confined to dispensing gasoline and oil, car cleaning, washing and polishing. Cannot involve the use of pits, racks or lifting, or the inflation of any tire mounted on a rim equipped with a removable retaining ring.

   i. Cleaning vegetables and fruits--wrapping, sealing, labeling, weighing, and stocking goods

6. Exceptions to the permitted occupations

   a. Fourteen- and fifteen-year-olds are not allowed to cook.

b. They may not operate, set up, adjust, or repair power-driven food slicers and grinders, food choppers and cutters, or bakery-type mixers.

c. They may not work in freezers and meat coolers.

d. They may not load and unload goods to and from trucks, railroad cars, or conveyors.

B. Overtime compensation

1. People who work more than 40 hours during any one regular 40-hour workweek must be paid 1 1/2 times the regular rate for all hours worked over 40.

(NOTE: Certain exemptions do exist.)

2. The act does not require that an employer give you vacation or severance pay, nor does it set a limit on the number of hours of work for persons 16 years of age or older.

a. The act does not require that an employer give employees the day off on holidays.

b. The act does not require that an employer give employees the day off on Saturdays and Sundays.

C. Equal Pay provisions

1. Prohibit wage differences between men and women employed in the same establishment on jobs that require equal skill, effort, and responsibility

2. Enforced by the Equal Employment Opportunity Commission

II. Equal Employment Opportunity Act

   A. A result of the 1972 amendment to Title VII of the Civil Rights Act of 1964

   B. Prohibits discrimination in hirings, firings, layoffs, wages, promotions, and training

   C. Prohibits discrimination on the basis of race, religion, age, and sex

III. The Occupational Safety and Health Act

   A. Went into effect on April 28, 1971

   B. Provided for the organization of the Occupational Safety and Health Administration

      1. It is responsible for determining safety and health standards for various kinds of workplaces.

      2. If safety and/or health violations are found, citations are issued.

LAWS ARE THERE TO PROTECT YOU.

FAIR LABOR STANDARDS ACT

1. Child labor provisions
2. Overtime compensation
3. Equal pay provisions

EQUAL EMPLOYMENT OPPORTUNITY ACT

1. Prohibits discrimination in hirings, firings, layoffs, wages, promotions, and training.
2. Prohibits discrimination on the basis of race, religion, age, and sex.

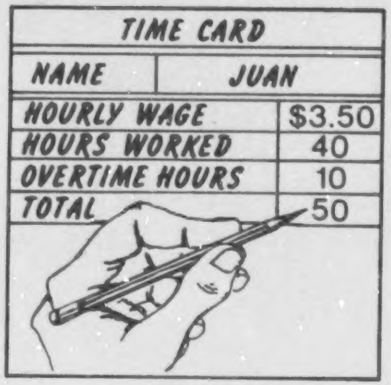
THE OCCUPATIONAL SAFETY AND HEALTH ACT-

Responsible for determining safety and health standards.

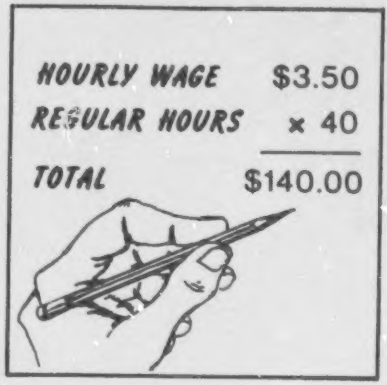
TM-1

FIGURING OVERTIME PAY

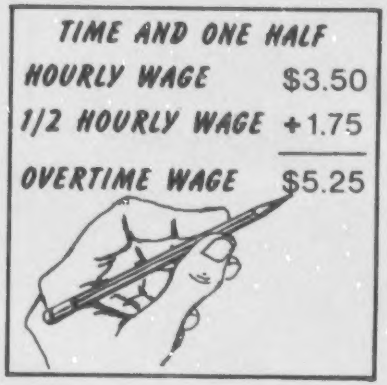
People who work over 40 hours a week, must be paid 1½ times the regular rate for the hours worked over 40. For example, Juan works at an hourly rate of $3.50. During last week, Juan worked 50 hours. How much should Juan receive?



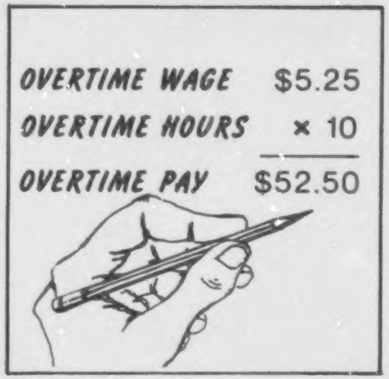
TIME CARD	
NAME	JUAN
HOURLY WAGE	$3.50
HOURS WORKED	40
OVERTIME HOURS	10
TOTAL	50



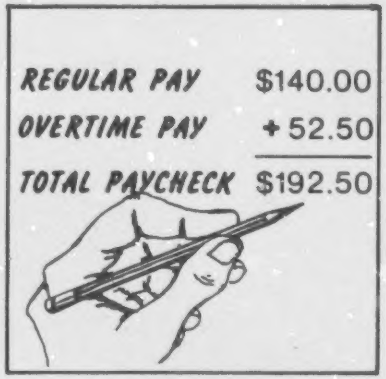
HOURLY WAGE	$3.50
REGULAR HOURS	× 40
TOTAL	$140.00



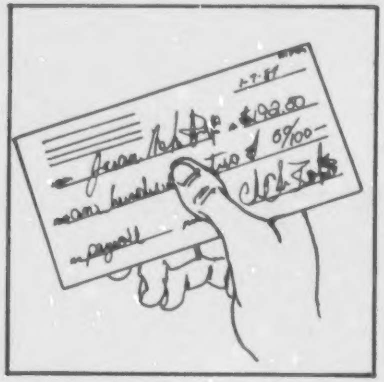
TIME AND ONE HALF	
HOURLY WAGE	$3.50
1/2 HOURLY WAGE	+ 1.75
OVERTIME WAGE	$5.25



OVERTIME WAGE	$5.25
OVERTIME HOURS	× 10
OVERTIME PAY	$52.50



REGULAR PAY	$140.00
OVERTIME PAY	+ 52.50
TOTAL PAYCHECK	$192.50



TM-2

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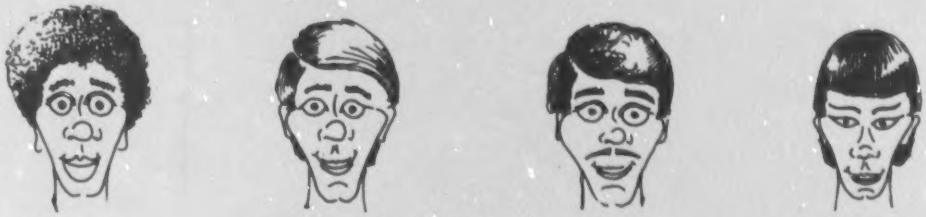
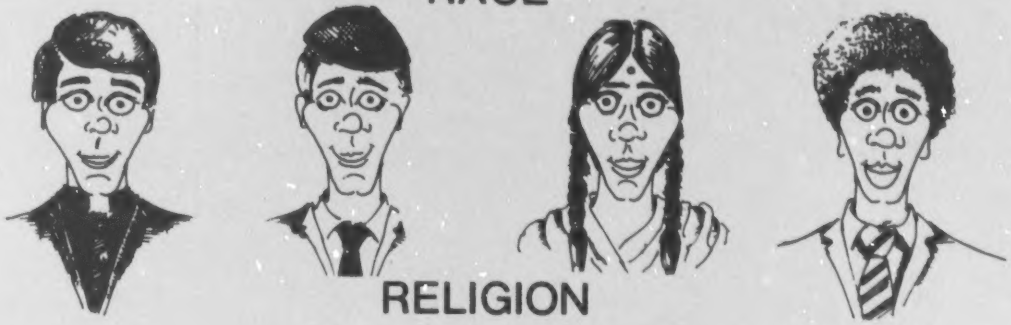
EQUAL EMPLOYMENT OPPORTUNITY ACT

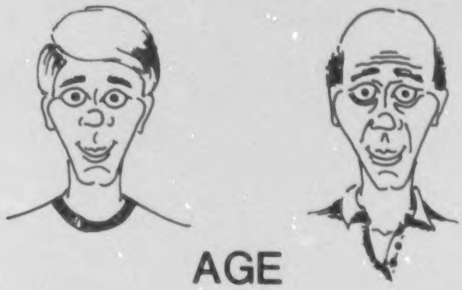
PROHIBITS DISCRIMINATION ON THE BASIS OF :



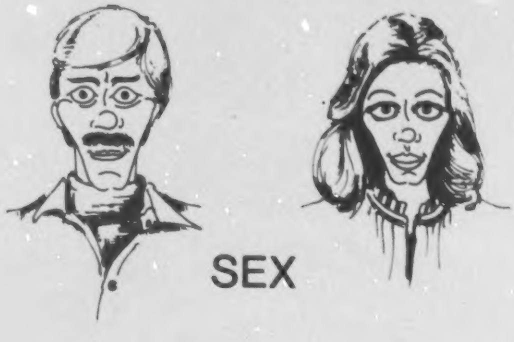
RACE



RELIGION



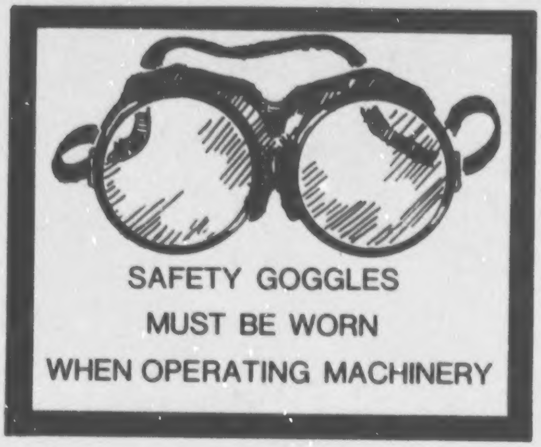
AGE

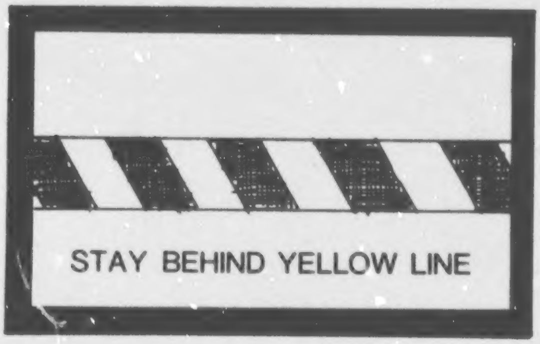


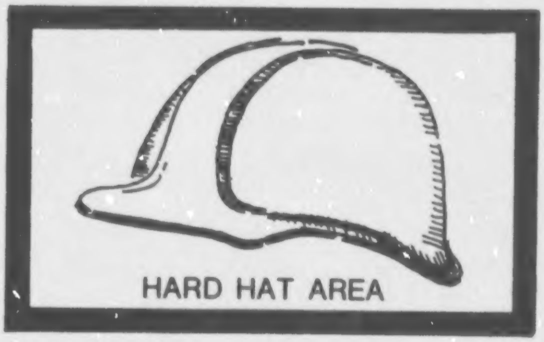
SEX

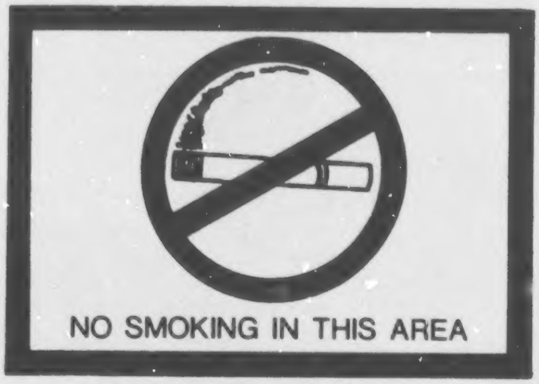
THE OCCUPATIONAL SAFETY AND HEALTH ACT

DETERMINES SAFETY AND HEALTH STANDARDS


SAFETY GOGGLES
MUST BE WORN
WHEN OPERATING MACHINERY


STAY BEHIND YELLOW LINE


HARD HAT AREA


NO SMOKING IN THIS AREA

LAWS AFFECTING YOU AS A WORKER

ACTIVITY SHEET 2--WHAT JOBS ARE AVAILABLE FOR FOURTEEN- AND FIFTEEN-YEAR-OLDS?

Directions: Put an "X" next to those jobs fourteen- and fifteen-year-olds could have.

___ 1. Modeling

___ 2. Slicing cheese for a fast food restaurant

___ 3. Dishwashing

___ 4. Bagging groceries

___ 5. Driving a delivery van

___ 6. Stacking food in a walk-in freezer

___ 7. Cooking

___ 8. Cleaning houses and offices

___ 9. Babysitting

___10. Changing tires

___11. Mixing dough at a bakery

___12. Filing in an office

___13. Washing automobiles

___14. Unloading railroad cars

___15. Acting

LAWS AFFECTING YOU AS A WORKER

ACTIVITY SHEET 3--FIGURING OVERTIME

Directions: Figure the amount each worker should receive on his/her paycheck before deductions.

1. Maria works at an hourly rate of $4.00. Last week she worked 45 hours. How much should she receive? (Remember that any hours worked above 40 is time and one-half.)

2. David works at an hourly rate of $5.00. Last week he worked 40 hours. How much should he receive?

3. Robin works at an hourly rate of $10.00. Last week she worked 50 hours. How much should she receive?

4. Arthur works at an hourly rate of $4.40. Last week he worked 46 hours. How much should he receive?

5. Cruz works at an hourly rate of $6.00. Last week he worked 48 hours. How much should he receive?

LAWS AFFECTING YOU AS A WORKER

UNIT TEST--PART 1

Match the following terms to their definitions by placing the correct number in the blank at the left.

___a. Discrimination

___b. Prohibit

___c. Severance pay

___d. Citation

___e. Exemption

1. Payment, based on the length of employment that is payable to an employee upon termination
2. A notice that a company is in violation of the law
3. To make a difference in treatment on a basis other than what a person is like an an individual
4. To prevent from doing something
5. To set free from a rule or duty that others must follow; excuse

UNIT VII

LAWS AFFECTING YOU AS A WORKER

UNIT TEST--PART 2

A. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

___ 1. The reason Child Labor Laws exist is to ease unemployment for adults.

___ 2. At age 14, you can be employed in any occupation other than a nonagricultural occupation declared hazardous by the Secretary of Labor.

___ 3. Children under 16 years of age can be employed by their parents in occupations other than manufacturing or mining.

___ 4. Fourteen- and fifteen-year-olds may work before 7 a.m. and after 10 p.m.

___ 5. Fourteen- and fifteen-year-olds may not work more than three hours a day on school days.

___ 6. Fourteen- and fifteen-year-olds may not work more than 18 hours per week.

___ 7. Cooking is an acceptable occupation for a 14- or 15-year-old.

___ 8. Fourteen- and fifteen-year-olds may not have a job changing tires.

___ 9. People who work more than 40 hours during any one regular 40-hour work-week must be paid 1 1/2 times the regular rate for all hours worked over 40.

___10. An employer must give employees the day off on holidays.

___11. An employer must give employees Saturdays and Sundays off.

___12. The Equal Pay provisions of the Fair Labor Standards Act prohibit wage differences between men and women employed in the same establishment on jobs that require equal skill, effort, and responsibility.

B. Answer the following questions in the space provided.

1. What is the purpose of the Equal Employment Opportunity Act?

2. What is the purpose of the Occupational Safety and Health Act?

3. Discrimination is prohibited on the basis of what four areas?

UNIT VIII

CHANGING JOBS

UNIT OBJECTIVE

After completing this unit, the student will be able to identify reasons why job changes occur and the correct procedures involved in changing jobs. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Match terms associated with changing jobs
2. Identify those factors which influence changing jobs
3. Identify acceptable reasons for changing jobs
4. Identify unacceptable reasons for changing jobs
5. Point out items to consider before changing jobs
6. Identify those factors which may cause termination of a job
7. Identify causes of failure on the job
8. Identify the correct procedure to follow when resigning
9. Write an appropriate letter of resignation

UNIT VIII

CHANGING JOBS

NOTES TO THE INSTRUCTOR

I. Objective sheet

A. Discuss the unit objective with the students.

B. Discuss each specific objective.

C. Have the students complete the objectives in a sequence best suited to your classroom.

D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Discuss the Information Sheet with the class.

2. Complete ACTIVITY SHEET 1--CROSSWORD PUZZLE to reinforce this area of instruction.

B. INFORMATION SHEET 2--IF YOU HAVE A GOOD JOB, WHY SHOULD YOU WORRY ABOUT CHANGING JOBS?

1. Use TM-1--THE EFFECT OF HIGH TECHNOLOGY to promote class discussion.

2. Discuss the effect of computers on the work force, school, and home.

3. Ask students what advances they foresee in the next five years? ten years? twenty years?

(NOTE: Areas to be covered can include: medicine, transportation, business, education, etc.)

4. Discuss the factors that an employer considers before promoting an employee.

5. Use the following Activity Sheets to reinforce this Information Sheet:

a. ACTIVITY SHEET 2--YOUR INTERESTS MAY CHANGE

(NOTE: Be sure the class members have an opportunity to share their information.)

b. ACTIVITY SHEET 3--THE EFFECT OF HIGH TECHNOLOGY ON THE WORK FORCE

(NOTE: Because the students are required to find articles, you may want to share information that appears in your professional journals that concerns high technology.)

C. INFORMATION SHEET 3--WHEN SHOULD YOU CHANGE JOBS?

1. Discuss the Information Sheet with the class.

2. Stress the fact that the "grass may look greener on the other side."

3. Use TM-2--THE GRASS IS ALWAYS GREENER ON THE OTHER SIDE to reinforce this fact.

4. Use TM-3--BEFORE YOU QUIT, COMPARE! to reinforce the importance of looking at both the positive and negative of the jobs and weighing one against the other.

5. Use ACTIVITY SHEET 4--SHOULD THEY CHANGE JOBS? to reinforce the information presented.

D. INFORMATION SHEET 4--TERMINATING A JOB

1. Have several employers present a panel discussion to the class on several examples they have seen of employees being terminated because of failure on the job. (Be sure that no names are mentioned.)

2. Use the following transparencies to promote class discussion:

   a. TM-4--IF YOU QUIT A JOB, DO NOT "TELL-OFF" THE BOSS

   b. TM-5--LOOK FOR WARNING SIGNS THAT YOUR JOB MAY BE TERMINATED

   c. TM-6--REASONS FOR FAILURE ON THE JOB

3. Use ACTIVITY SHEET 5--YOU DON'T NEED A CRYSTAL BALL to reinforce this Information Sheet.

E. INFORMATION SHEET 5--WRITING A LETTER OF RESIGNATION

1. Review TM-7--SAMPLE LETTER OF RESIGNATION

2. Use ACTIVITY SHEET 6--WRITING A LETTER OF RESIGNATION to reinforce this area of information.

   a. Discuss the importance of writing an acceptable letter of of resignation.

   b. Give examples of sentences that would not be appropriate for a letter of resignation. (i.e., "I am leaving this company because I think its rules and regulations are stupid and ridiculous!")

III. Answers to Activity Sheets

A. Some of the Activity Sheets will vary according to training and should be graded individually.

B. Some Activity Sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The test is divided into five parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of all the Information Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. How to Get and Hold the Right Job. State of California Health and Welfare Agency, Employment Development Department, 1978.

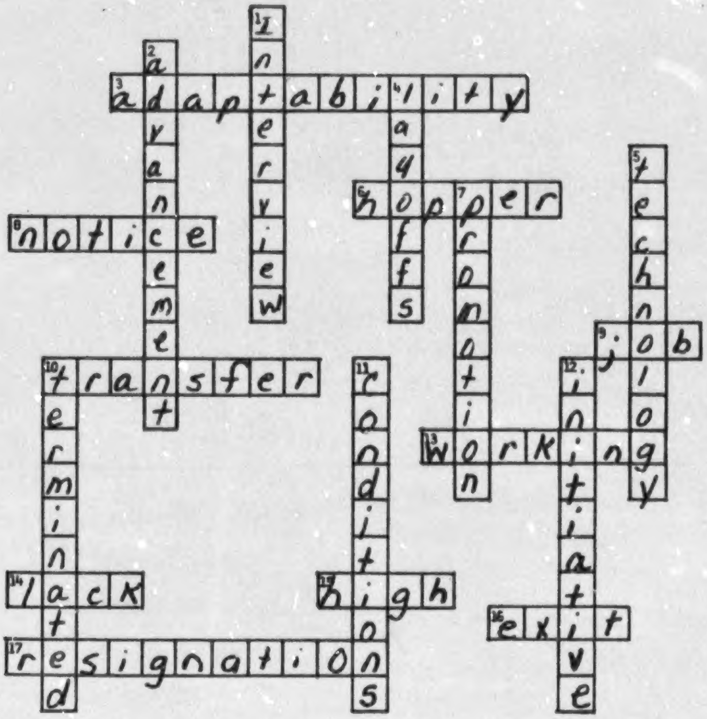
B. Job-Related Instruction for Cooperative Part-Time Training. Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

UNIT VIII

CHANGING JOBS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1


1 Interview
2 advancement
3 adaptability
4 layoffs
5 technology
6 hopper
7 promotion
8 notice
9 job
10 transfer
10 terminated
11 conditions
12 initiative
13 working
14 lack
15 high
16 exit
17 resignation

ACROSS	DOWN
3. Adaptability	1. Interview
6. Hopper	2. Advancement
8. Notice	4. Layoffs
9. Job	5. Technology
10. Transfer	7. Promotion
13. Working	10. Terminated
14. Lack	11. Conditions
15. High	12. Initiative
16. Exit	
17. Resignation	

ACTIVITY SHEET 2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 4

1. Yes; 3
2. No; 6
3. No; 8
4. Yes; 5
5. No; 9

ACTIVITY SHEET 5

1. John could be laid off.

2. This could point to the possibility of being fired.

3. Larry could lose his job.

4. Yes

5. Yes

ACTIVITY SHEET 6

Evaluated to the satisfaction of the instructor.

UNIT VIII

CHANGING JOBS

ANSWERS TO UNIT TEST

PART 1

1. h
2. c
3. g
4. i
5. a
6. d
7. f
8. m
9. b
10. j
11. e
12. k
13. l

PART 2

1. F
2. T
3. T
4. F
5. F
6. T

PART 3

A. 1. ✓
2.
3. ✓
4.
5. ✓

B. 1. F
2. T
3. F
4. F
5. T

C. 1. No
2. Yes
3. Yes
4. Yes
5. No
6. Yes
7. Yes
8. No
9. Yes

PART 4

A. 1.
2. X
3.
4. X
5.
6. X
7. X
8.
9. X
10.

B. 1. Employee
2. Warning
3. Action
4. Emotional
5. Terminated
6. Attitudes
7. Employer
8. Interview
9. Skill

C. Six of these twelve:

1. Not being careful on the job
2. Not following the rules
3. Being lazy
4. Being absent and/or tardy many times without a good cause
5. Causing trouble
6. Not having your mind on your work
7. Lack of initiative
8. Too little or too much ambition
9. Not being loyal to company or boss
10. Not being responsible for your actions
11. Not willing to try new ideas
12. Misrepresentation (lying)

PART 5

1. X
2\.
3. X
4. X
5\.
6. X
7. X
8\.
9. X
10. X

UNIT VIII

CHANGING JOBS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Advancement--moving to a position of more responsibility and higher salary; a promotion

2. Exit interview--the final meeting between a worker and the employer; usually to discuss the job performance of the worker

3. High technology--the total means of developing and improving objects necessary for work, comfort, and survival

4. Initiative--ready to begin or take the lead, usually without suggestion from others

5. Job-hopper--a person who goes from job to job in short periods of time

6. Lack of adaptability--not being able to change to fit the situation

7. Layoff--when several job positions are ended (usually only for a short period of time) due to unpredictable circumstances, such as loss of sales income

8. Notice--a written statement that tells of actions to be taken; usually considered as a warning

9. Promotion--being raised to a better position

10. Resignation--a written statement that you are giving up your position

11. Termination--ended; fired

12. Transfer--to change or move, as to a new job

13. Working conditions--the physical surroundings of a job, such as buildings, equipment, lighting, air quality, etc.

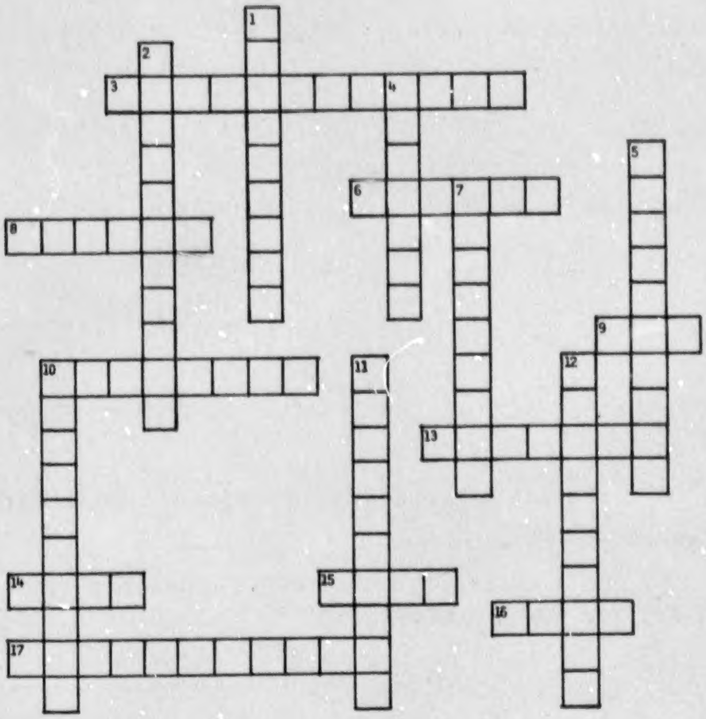
UNIT VIII

CHANGING JOBS

ACTIVITY SHEET 1--CROSSWORD PUZZLE

Directions: Complete the sentences on the following page using the words listed below. Then fill in the crossword puzzle.

Advancement
Exit interview
High technology
Initiative
Job-hopper
Lack of adaptability
Layoffs
Notice
Promotion
Resignation
Termination
Transfer
Working conditions



ACROSS

3. Lack of ____________________--not being able to change to fit the situation.

6. Job ____________________--a person who goes from job to job in short periods of time

8. A written statement that tells of actions to be taken is a(an) ____________________.

9. ____________________-hopper--a person who goes from job to job in short periods

10. To change or move as to a new job is ____________________.

13. ____________________ conditions--the physical surroundings of a job, such as buiding, equipment, air quality, etc.

14. ____________________ of adaptability--not being able to change to fit the situation

15. ____________________ technology--the total means of developing and improving objects necessary for work, comfort, and survival

16. ____________________ interview--the final meeting between a worker and the employer

17. When you give up, leave, or quit a job you submit a(an) ____________________.

DOWN

1. Exit ____________________--the final meeting between a worker and the employer

2. Moving to a position of more responsibility and higher salary; a promotion is also a(an) ____________________.

4. When several job positions are ended due to unpredictable circumstances it is known as a ____________________.

5. High ____________________--the total means of developing and improving objects necessary for work, comfort, and survival

7. To be raised to a better position is a(an) ____________________.

10. Ended or fired is also known as being ____________________.

11. Working ____________________--the physical surroundings of a job

12. Ready to begin or take the lead is known as ____________________.

UNIT VIII

CHANGING JOBS

INFORMATION SHEET 2--IF YOU HAVE A GOOD JOB, WHY SHOULD YOU WORRY ABOUT CHANGING JOBS?

I. The Effect of High Technology

   A. Could do away with your job

   B. Could force the closing of the company you work for

   C. Could force you to retrain for an entirely different career

   D. Could interest you so much that you decide to change careers

II. Promotions

   A. Job openings may occur within the company you work for.

   B. It could mean more money, better fringe benefits, and a more secure future.

   C. Your work record, experience, and ability are major factors in determining whether you deserve a promotion.

III. Your Interests May Change

   A. As you grow older, your interests may change.

   B. You may want to pursue a different career.

IV. You Could Be Terminated

   A. For whatever the reason, learn from the experience.

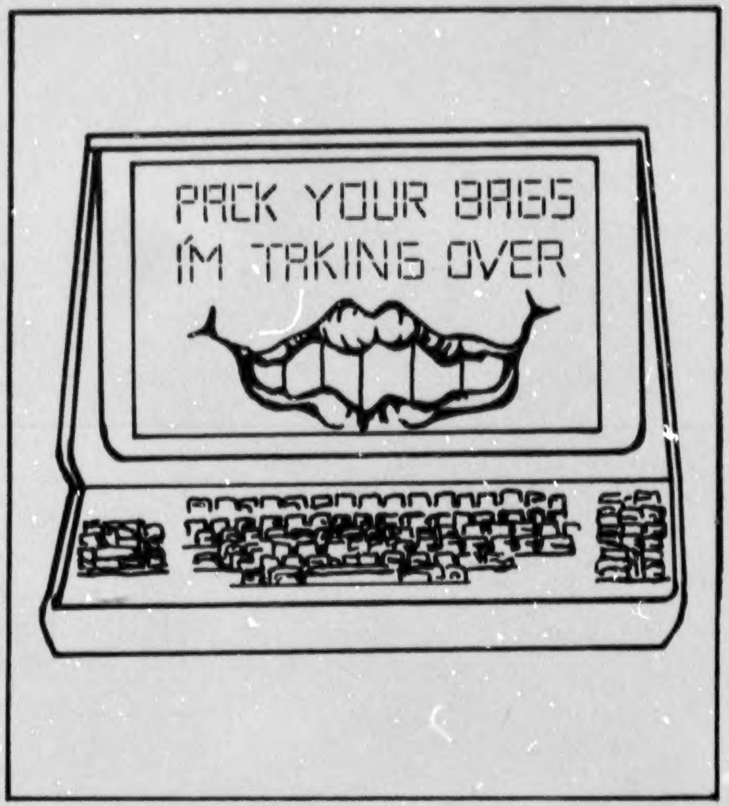
   B. Discuss the matter with your boss.

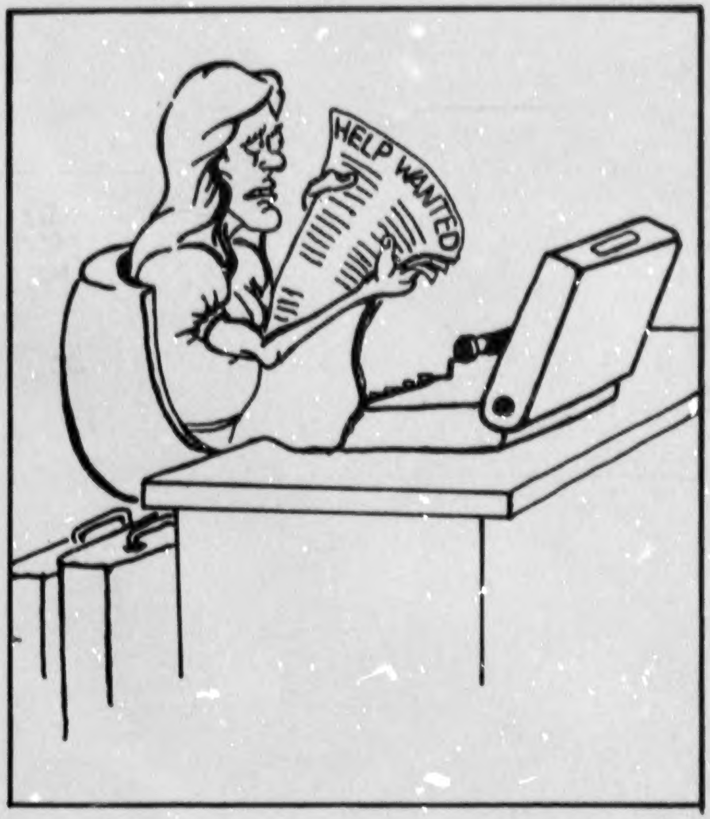
V. You Could Receive a Better Offer

   A. More money, chances for advancement, and better fringe benefits could sway you into accepting.

   B. Be sure you are ready to change jobs.

THE EFFECT OF HIGH TECHNOLOGY


PACK YOUR BAGS
I'M TAKING OVER


HELP WANTED

TM-1

UNIT VIII

CHANGING JOBS

ACTIVITY SHEET 2--YOUR INTERESTS MAY CHANGE

Directions: Let's jog your memory. To prove that your interests do change, answer the following questions:

1. What was your favorite sport in the sixth grade? Now?

2. What was your favorite musical group in the sixth grade? Now?

3. Who was your best friend in sixth grade? Now?

4. What was your favorite color in sixth grade? Now?

5. What did you do when not in school in the sixth grade? What do you do now?

6. What was your favorite brand of jeans in the sixth grade? Now?

7. What was your favorite school subject in the sixth grade? Now?

8. Has your hair style changed since the sixth grade?

9. What was your favorite T.V. program in the sixth grade? Now?

10. What was your favorite food in the sixth grade? Now?

UNIT VIII

CHANGING JOBS

ACTIVITY SHEET 3--THE EFFECTS OF HIGH TECHNOLOGY ON THE WORK FORCE

Directions:

1. Cut out at least two articles from an assortment of magazines and newspapers that show examples of change as a result of high technology.
2. Be prepared to share the information with your class.

UNIT VIII

CHANGING JOBS

INFORMATION SHEET 3--WHEN SHOULD YOU CHANGE JOBS?

I. Acceptable Reasons for Changing Jobs

A. You may be offered another job with better working conditions, salary or chances for advancement.

B. Physical problems may be involved.

1. The climate of the job location might not be suitable for you or a member of your family.

2. You discover you can no longer perform the physical duties required of that job.

C. You want to learn more about your work or broaden your experience.

D. You form your own company or are asked to join a company with more opportunities.

II. Unacceptable Reasons for Changing Jobs

A. Another company offers you a few dollars more in salary, but not enough to justify leaving the present employer.

(NOTE: Another job will always look better "from the outside looking in.")

B. You feel you are not being promoted fast enough.

C. You do not like your boss or supervisor.

D. You do not like the people with whom you work.

III. Things to Consider Before Changing Jobs

A. Compare the advantages of remaining on the present job or changing to a new job.

1. Advantages of remaining on the present job:

a. The risk is minimal.

b. You do not have to impress a new boss.

c. There is already a buildup of fringe benefits.

d. You establish a reputation for stability.

(NOTE: Avoid being tagged a "job-hopper.")

2. Advantages of changing jobs:

   a. When you want to be a supervisor, it may be better to change to a new company.

      (NOTE: Former co-workers will sometimes continue to look on a person who has received a promotion to a supervisor's position within a company as an equal. At other times, a person who has been promoted may never be accepted as a supervisor by the company executives.)

   b. There may be more money at the new job.

   c. The new employee will be judged by new standards, not by what happened in the past.

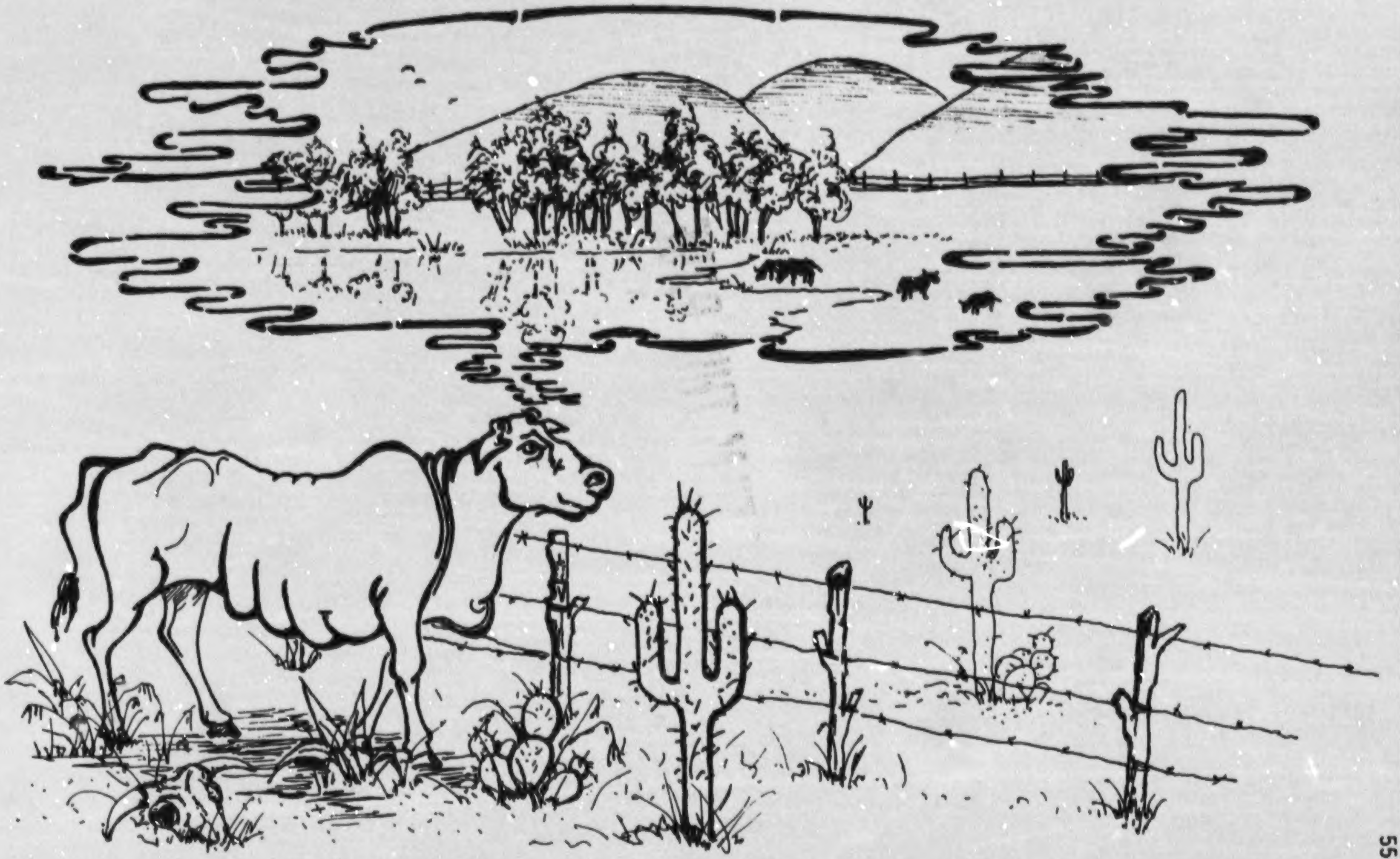
B. Whenever possible, do not quit your present job before you have another.

   1. Potential employers think "unemployed" means "undesirable."

   2. You do not know how long you will be unemployed.

   3. This gives you an opportunity to reconsider the decision to change jobs.

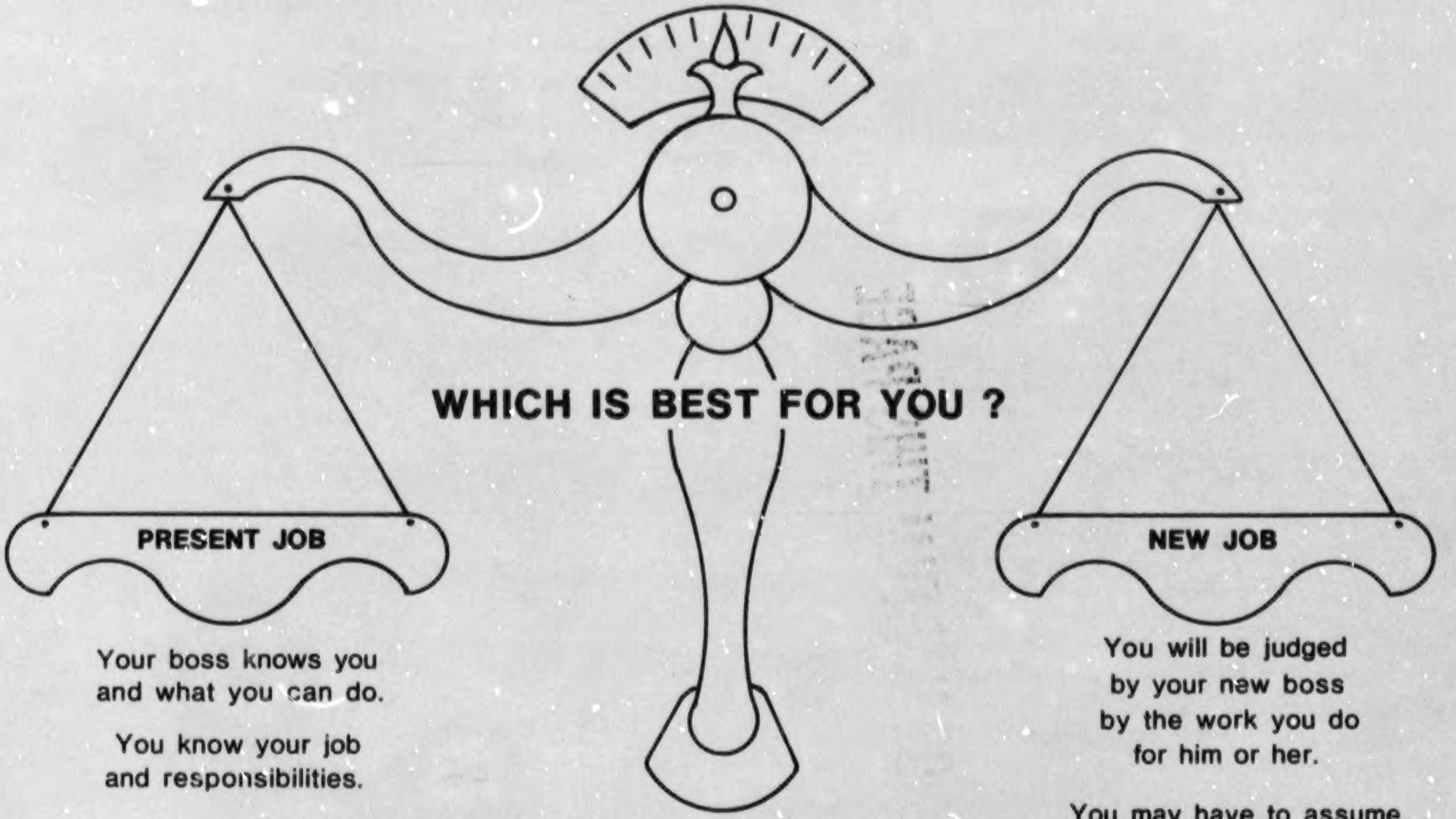
THE GRASS IS ALWAYS GREENER- ON THE OTHER SIDE



TM-2

557

BEFORE YOU QUIT, COMPARE


WHICH IS BEST FOR YOU ?
PRESENT JOB
NEW JOB

Your boss knows you and what you can do.

You know your job and responsibilities.

Fringe benefits have increased

You will be judged by your new boss by the work you do for him or her.

You may have to assume new responsibilities.

A raise in pay.

UNIT VIII

CHANGING JOBS

ACTIVITY SHEET 4--SHOULD THEY CHANGE JOBS?

Directions: Use the following chart to decide whether the employees should change jobs. Answer each question and write the number of the rule it follows.

ACCEPTABLE REASONS	UNACCEPTABLE REASONS
1. Offered another job with better working conditions, salary, or chances for advancement 2. Climate of job not suitable to worker or member of family 3. Can no longer perform physical duties of that job 4. Wants to learn more about work or broaden experience 5. Forms own company or is asked to join company with more opportunities	6. Offered a few more dollars, but not enough to leave 7. Not promoted fast enough 8. Does not like boss or supervisor 9. Does not like co-workers

1. Harvey has been playing professional football for the last five years. Last season, he seriously injured his left knee. The knee has caused him a great deal of pain. Last week, HBS offered him a contract as a sports commentator. Should he change jobs at the end of this season? What rule does it follow?

2. KGBR radio station offered Monique a job as a disc jockey. Although she would have the same responsibilities, they are offering her $10.00 more per month. She likes her job with WNCD, but cannot decide whether to change jobs. Should she change jobs? What rule does it follow?

3. Jeff has been working for LARS, Incorporated for the last six months. He loves everything about his job--except his boss. Should Jeff change jobs? What rule does it follow?

4. Lolita has worked for Brama's for the last ten years as their manager. She knows all there is to know about the fast food business. Last week, Tom, a man she used to work with, asked her to be a partner in a new fast food restaurant he is opening. Lolita does not have to put up any money--only manage the place. She will get half of the profit. Should Lolita change jobs? What rules does it follow?

5. Wayne does a good job as a computer programmer for Systems Unlimited. However, he does not like his co-worker, Bill. Should Wayne change jobs? What rule does it follow?

UNIT VIII

CHANGING JOBS

INFORMATION SHEET 4--TERMINATING A JOB

I. How to Terminate a Job

   A. Do not "tell off" your boss and walk out.

   Remember: Every job you have will play a part in your future career success. You will usually have to use former employers as references. Do not leave with the employer having a negative attitude toward you.

   B. Continue to work at your job as if you have no intention of leaving.

   C. Do not ask your boss whether you should quit.

   D. When you decide to resign, give your employer proper notice that you are leaving.

      1. Usually, a two week notice is sufficient.

      2. Include in the notice the reason you are leaving.

   E. Arrange for a smooth transfer of your responsibilities.

      1. Let your employer and co-workers know what you have been doing.

      2. Offer to train your replacement if one can be hired before you leave.

LETTER OF RESIGNATION

   F. Say good-bye to everyone with whom you have worked.

      1. Arrange for an "exit" interview with the employer.

      2. Express appreciation for their help.

      3. Tell them you have enjoyed working for their company.

      4. Leaving on a friendly basis will leave a good impression with others.

II. When Your Job is Terminated

   (NOTE: Sometimes a job is terminated because of things you cannot control, such as the closing of a company. Most of the time, however, a job is terminated because the employee has not been an acceptable worker.)

A. When termination is not your fault.

   1. Layoffs are usually not the fault of the employee and will not cause problems in locating another job.

   2. Try to be aware of warning signs that may point to the end of your job.

      a. Reduction in number of employees.

      b. Adoption of new products or procedures that eliminate your job.

      c. The company moves to another part of the country.

      d. Your company is sold or closes.

      e. The product produced or service performed by your company may no longer be needed.

   3. The company will give you a two-week notice.

   4. Always have a "plan of action" ready in case you become unemployed.

      (NOTE: Know what other jobs you can do and where they are.)

   5. Use all available sources to find another job.

B. When termination is your fault--when you are fired

   (NOTE: Termination of a job is an emotional experience. You must realize that there are good things that can come from being terminated, such as learning from your mistakes.)

1. Look for warning signs that you might be fired.

   (NOTE: Firings usually do not occur suddenly. Most employers will give signs that you might be fired.)

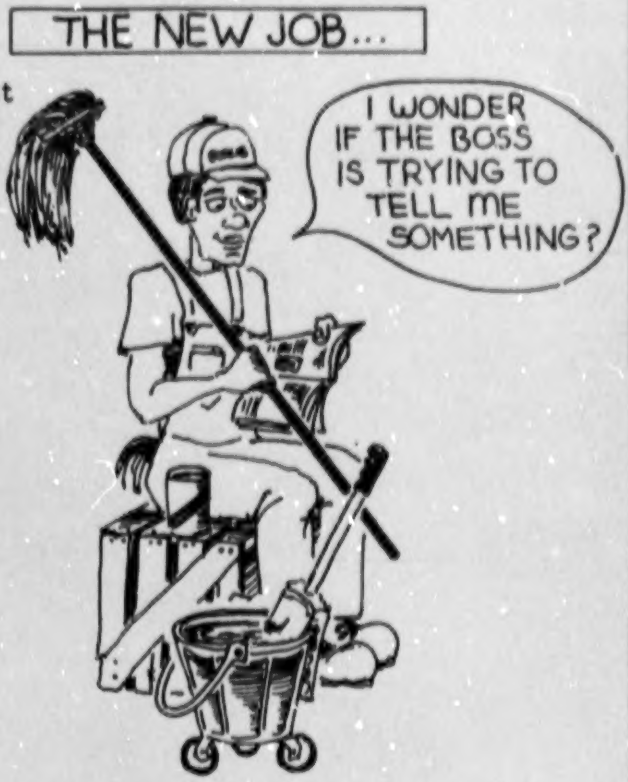
   a. Change in attitude toward the employee

   b. Increased criticism

   c. Change in job assignment

   d. Extra work duties

   e. Outward verbal comments


THE NEW JOB...
I WONDER IF THE BOSS IS TRYING TO TELL ME SOMETHING?

2. Evaluate your work habits and attitude; correct any mistakes or shortcomings you might have. This could save your job.

3. Try to maintain a positive attitude toward the employer after you are fired.

   a. The employer can be a valuable future reference.

   b. The employer might be helpful in locating another job for you.

4. Have an "exit" interview with your employer.

   a. Get an overall opinion of your performance on the job.

   b. Ask the reasons for being fired.

   c. Ask what you can do to improve your attitudes, work habits, etc.

   d. Accept the comments as being helpful to you.

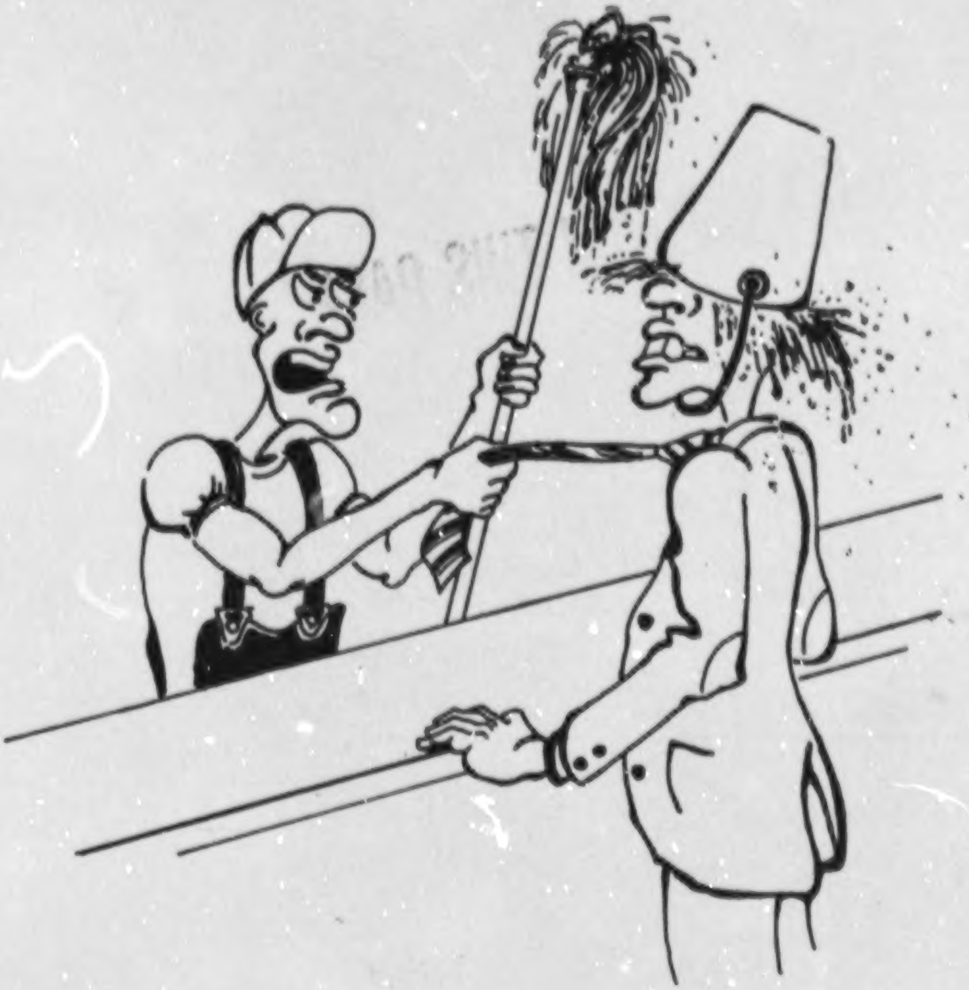
   e. Do not become mad.

C. Reasons you could lose your job:

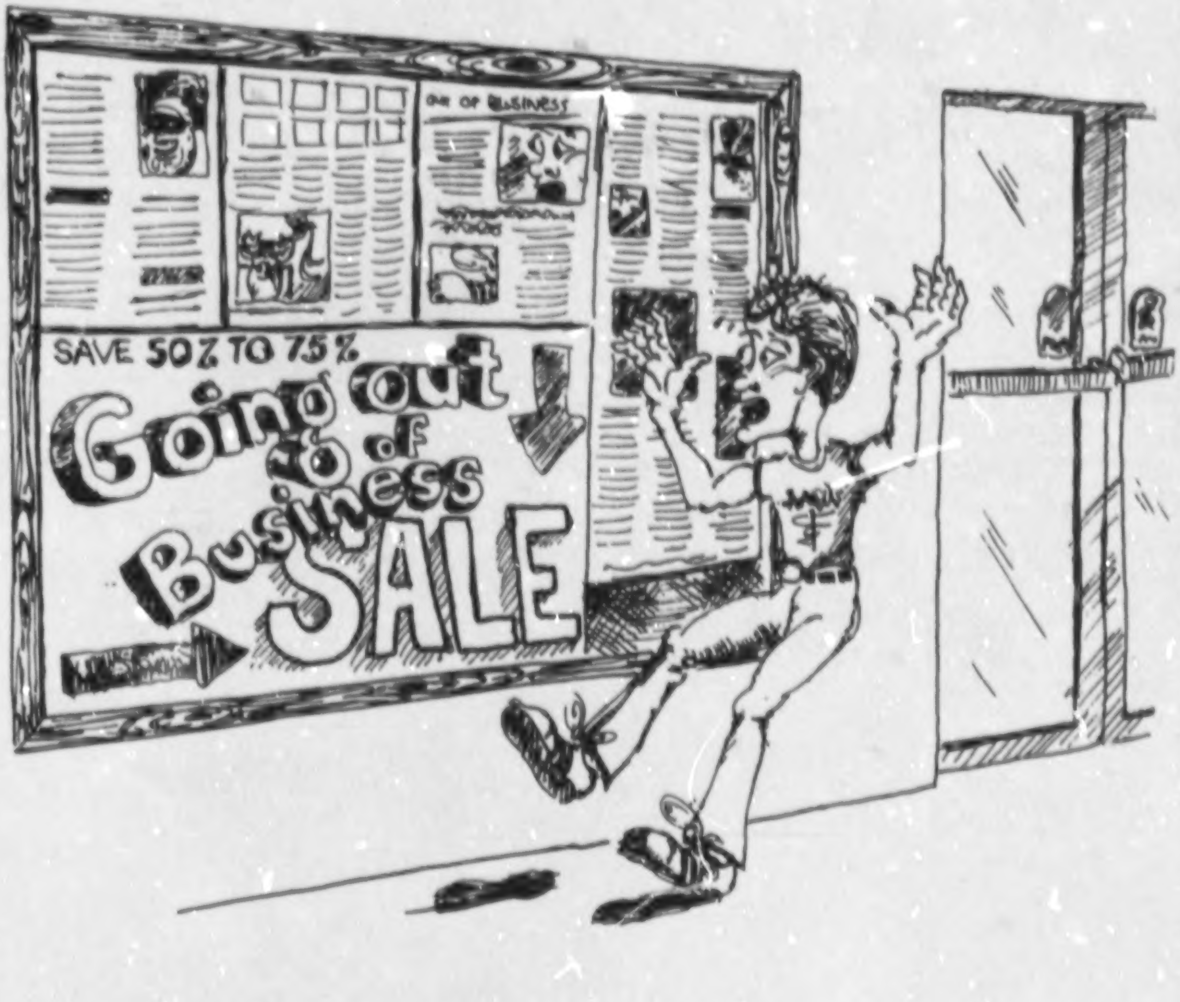
1. Not careful on the job
2. Not following the rules
3. Being lazy
4. Being absent and/or tardy many times without good cause
5. Causing trouble
6. Mind not on your work
7. Lacking initiative
8. Too little or too much ambition
9. Not loyal to the company or your boss
10. Not being responsible for your actions
11. Not willing to try new ideas
12. Misrepresentation (lying)

IF YOU QUIT A JOB, DO NOT "TELL OFF" THE BOSS

Leave with the employer having a good attitude towards you.
"Telling off the boss might make you feel better for a short time
but does nothing to build a good reputation.
You only hurt yourself."



LOOK FOR WARNING SIGNS THAT YOUR JOB MIGHT BE TERMINATED!


OUT OF BUSINESS
SAVE 50% TO 75%
Going out of Business SALE

REASONS FOR FAILURE ON THE JOB

1. NOT BEING CAREFUL ON THE JOB
2. NOT FOLLOWING THE RULES
3. BEING LAZY
4. BEING ABSENT AND/OR TARDY MANY TIMES WITHOUT A GOOD CAUSE
5. CAUSING TROUBLE
6. MIND NOT ON YOUR WORK
7. LACKING INITIATIVE
8. TOO LITTLE OR TOO MUCH AMBITION
9. NOT BEING RESPONSIBLE FOR YOUR ACTIONS
10. NOT BEING LOYAL TO THE COMPANY OR YOUR BOSS
11. NOT WILLING TO TRY NEW IDEAS
12. MISREPRESENTATION (LYING)

UNIT VIII

CHANGING JOBS

ACTIVITY SHEET 5--YOU DON'T NEED A CRYSTAL BALL

Directions: You don't need a crystal ball to predict what is going to happen to the following employees. Write down what you think is going to happen. (You may refer to INFORMATION SHEET 4--TERMINATING A JOB).

1. Lazier Company has laid-off 40 of its 80 employees in the last two weeks. John is worried about his job. What could happen to John?

2. Lori has worked in six different departments since she started work last month. Lori's boss seems to totally ignore her. What do these warning signs point to?

3. Larry works on the assembly line at Microcomputers, Inc. He heard today at break that his company will be moving to California. Only a few of the supervisors will be given an opportunity to transfer. What do you think could happen to Larry?

4. Lately, it seems that Joe's boss has been yelling at him a lot. Joe has been making a lot of dumb mistakes. Do you think Joe should worry about losing his job?

5. Karen heard on the radio that the part made by the company she works for will no longer be used in the new computers. Should she be concerned that her company may close?

CHANGING JOBS

INFORMATION SHEET 5--WRITING A LETTER OF RESIGNATION

I. Standards for Writing a Letter of Resignation

A. Use white bond paper, 8 1/2 x 11 inches.

B. Use black or blue ink or a typewriter.

C. Use an acceptable style (see TM-8).

D. Write on only one side of the paper.

E. Make the letter legible, neat, and easy to read.

F. Correct all errors in spelling, grammar, and capitalization

(NOTE: Avoid erasures, crossouts, or strikeovers. Rewrite or retype the letter if necessary.)

II. Contents of a Letter of Resignation

A. Your address

B. The date the letter is written

C. The name and address of your employer

D. Notice of your resignation and the date the resignation will become final

E. The reason you are resigning

F. Your expression of appreciation for the opportunity of working in the company, for the friends and acquaintances you made, and for the experience gained during the employment

G. An acceptable closing (such as "Sincerely yours" or "Very truly yours")

H. Your signature

SAMPLE LETTER OF RESIGNATION

4207 Shorecrest Drive
Corpus Christi, TX 77777
May 3, 19__

Mr. James Oliver
Personnel Director
Oliver Building Supply Company
1951 Pine Street
Corpus Christi, TX 77777

Dear Mr. Oliver:

Please accept this letter as notice of my resignation to become effective May 31, 1984.

As you know, I will be graduated from Corpus Christi High School on June 1, 1984, and plan to enter college this summer at the University of Texas. I intend to study woodworking and construction trades at college, so the training I received while employed at Oliver Building Supply will be most beneficial.

It has been a great pleasure for me to have worked with you and with your employees. Thank you for the valuable experiences I have had with your company and for the many courtesies and privileges extended to me while I was there.

Sincerely yours,

Terry Coleman

Terry Coleman

CHANGING JOBS

ACTIVITY SHEET 6--WRITING A LETTER OF RESIGNATION

Directions: Using the sample letter as a guide, practice writing a letter of resignation by using the following information:

1. You are writing the letter to:

   Ms. Janice Kizer
   Office Manager
   Circle C Products
   2841 Lamar Street
   San Antonio, TX 78741

2. Your resignation is effective May 28, 19xx.

3. The reason you are resigning is that you will be graduating from high school in June, and you must find a full-time job.

UNIT VIII

CHANGING JOBS

UNIT TEST--PART 1

Match the following terms with their definitions by placing the correct letter in the blank at the left.

___ 1. Advancement

___ 2. Job hopper

___ 3. Terminated

___ 4. Exit interview

___ 5. Working conditions

___ 6. High technology

___ 7. Transfer

___ 8. Initiative

___ 9. Lack of adaptabilty

___10. Notice

___11. Layoffs

___12. Promotion

___13. Resignation

a. the physical surroundings of a job, such as buildings, equipment, lighting, air quality, etc.

b. not being able to change to fit the situation

c. a person who goes from job to job in short periods of time

d. the total means of developing and improving objects necessary for work, comfort, and survival

e. when several job positions are ended (usually for a short period of time) due to unpredictable circumstances such as loss of sales

f. to change or move to a new job

g. ended; fired

h. moving to a position of more responsibility and higher salary; a promotion

i. the final meeting between a worker and the employer; usually to discuss the job performance of the worker

j. a written statement that tells of action to be taken; usually considered as a warning

k. to be raised to a better position

l. a written statement that you are giving up your position

m. ready to begin or take the lead, usually without suggestion from others

UNIT VIII

CHANGING JOBS

UNIT TEST--PART 2

Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. The effect of high technology cannot affect the company you work for.

_____ 2. The effect of high technology could interest you so much that you decide to change jobs.

_____ 3. Work record, experience, and ability are major factors in determining whether you deserve a promotion.

_____ 4. Your interests stay the same all through your life.

_____ 5. Being terminated is not cause for changing jobs.

_____ 6. Receiving a better job offer could cause you to change jobs.

_____ 7. If you are terminated, you should not discuss the matter with your boss.

UNIT VIII

CHANGING JOBS

UNIT TEST--PART 3

A. Place a "✓" in the blanks at the left to show which of the statements are acceptable reasons for changing jobs.

____1. When the climate of the location of the place of business is not suitable for the employee or a member of the family.

____2. When an employee is offered the same job in another company with the same salary and working conditions.

____3. When there is a chance for advancement in the new job.

____4. When the new job will not broaden your experience in the occupation you want.

____5. When the beginning of a new company will offer you new and bigger opportunities and a chance for advancement.

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

____1. If another employer offers you a job with a few dollars more salary, you should take the job.

____2. A job will always look better "on the outside looking in."

____3. If a worker believes advancements due are not being received he/she should quit and go to another job.

____4. Personality conflicts between co-workers cannot be resolved; if you find yourself in a situation where conflicts between co-workers exists, you should look for another job.

____5. If a worker does not like the boss or supervisor, he/she should try to work out the differences, not quit or leave the job.

C. Answer the following statements concerning things to be considered before changing jobs by writing Yes or No in the blanks at the left.

____1. A person should not compare the job now held with another possible job.

____2. One advantage to remaining on the present job is you do not have to impress a new boss; your present boss knows your positive and negative points.

____3. Moving to a new job could cause you to lose a buildup of fringe benefits from the present job.

____4. Changing jobs too often could cause a person to be labeled a "job hopper."

____5. A "job hopper" establishes a reputation for stability that employers like.

____6. Sometimes advancement on a new (different) job is easier because it avoids conflicts with former co-workers and supervisors.

____7. One advantage to changing jobs is the possibility of earning more money.

____8. If possible, quit your present job before looking for another job.

____9. Keeping your present job while looking for another is a good idea because it gives you an opportunity to reconsider your decision to quit.

UNIT VIII

CHANGING JOBS

UNIT TEST--PART 4

A. Place an "X" before the sentences below that give true statements concerning the proper way to quit a job.

____ 1. "Tell off" your boss and walk out.

____ 2. Continue to work as if you have no intention of leaving.

____ 3. Ask your boss whether you should quit.

____ 4. Give at least a two-week written notice in advance of leaving.

____ 5. Do not give the reason you are leaving in your notice.

____ 6. Arrange for a smooth transfer of your responsibilities.

____ 7. Offer to train your replacement.

____ 8. Do not say good-bye to your fellow workers or supervisors.

____ 9. Arrange for an exit interview with the employer.

____10. Do not make an all-out effort to leave on a friendly basis--you are leaving and never intend to come back, so it is not worth the effort.

B. Use the following word list to find a word to fill in the blanks to make the following statements true concerning what to do when your job is terminated.

ACTION
ATTITUDES
EMOTIONAL
EMPLOYEE

EMPLOYER
INTERVIEW
SKILL
TERMINATED (FIRED)
WARNING

1. Layoffs are usually not the fault of the ________________________.

2. An employee should be aware of ________________________ signs, like a reduction in the work force, that point to the end of the job or of the company.

3. An employee should have a "plan of ____________________" in case he/she becomes unemployed.

4. Termination of a job is an ___________________________ experience for any employee, whether it was his/her fault or not.

5. A change in the employer's attitude toward an employee might be a sign the worker is in danger of being _________________________.

6. If a worker thinks he/she is in danger of losing a job, he/she should evaluate work habits and _________________________, and any deficiencies found should be corrected.

7. Even if an employee is terminated, he/she should try to maintain a positive attitude toward the _________________________.

8. An employee should arrange for an exit _____________________ with the employer to discuss the worker's job performance.

9. Studies show that more employees lose their jobs due to poor attitudes and work habits than a lack of technical ____________________________.

C. List six of the twelve reasons why you could lose your job.

1.

2.

3.

4.

5.

6.

UNIT VIII

CHANGING JOBS

UNIT TEST--PART 5

Place an "X" beside the items below that should be included in a letter of resignation.

___ 1. Your address

___ 2. Your phone number

___ 3. Date the letter is written

___ 4. Name and address of your employer

___ 5. Name and address of your future employer

___ 6. Date the resignation becomes final

___ 7. Reason you are leaving

___ 8. Your ideas about how the management and the company can improve

___ 9. Thanks to your boss for the experience gained during the employment

___10. A closing, such as "Sincerely yours," with your signature

UNIT IX

FREE ENTERPRISE

UNIT OBJECTIVE

After completion of this unit, the student will be able to identify the characteristics of a free enterprise economic system. This knowledge will be evidenced by demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Identify terms and definitions associated with the free enterprise economic system

2. Identify necessary parts of an economic system and give an example of each economic part

3. Identify the decisions that must be made in an economic system

4. Identify the decision-makers in an economic system

5. Match the major economic systems in operation today with the statements which define the systems

6. Identify the major factors of a free enterprise economic system

7. Describe those things that keep our free enterprise system in balance

UNIT IX

FREE ENTERPRISE

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objective necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Have the students look up the terms in a dictionary or reference book for additional information.

      2. Have a spelling contest over the words so the students can become more familiar with them.

      3. Use ACTIVITY SHEET 1--WORD FIND to reinforce this area of information.

   B. INFORMATION SHEET 2--CHARACTERISTICS OF AN ECONOMIC SYSTEM

      1. Have the students make lists of examples of labor, national resources, and basic tools found in the United States.

         (NOTE: Use TM-1--NECESSARY PARTS OF AN ECONOMIC SYSTEM to reinforce information presented.)

      2. Compare the capital goods of the United States to another country's capital goods.

      3. Have the students discuss why it is important for an economic system to make the four decisions.

      4. Have the students give examples of decision makers in the United States and why their decisions would be important in our economic system.

      5. Have the students make a poster of one example of the decision-making role that the government plays in relationship to producers and consumers.

      6. Using current news magazines, have the students find examples of economic decisions and decison makers.

7. Use ACTIVITY SHEET 2--THE NECESSARY PARTS

   (NOTE: Students who have difficulty drawing may cut out pictures showing the necessary parts.)

C. INFORMATION SHEET 3--TYPES OF ECONOMIC SYSTEMS

1. Have the students discuss how working in the three major types of economic systems might be different. Use the examples of working in the United States, Great Britain, and Russia.

2. Using a world map and reference books, have the students identify major countries in the world and their types of economic systems.

   (NOTE: Use TM-2--TYPES OF ECONOMIC SYSTEMS.)

3. Use ACTIVITY SHEET 3--WORKING IN DIFFERENT TYPES OF ECONOMIC SYSTEMS to reinforce this area of information.

D. INFORMATION SHEET 4--THINGS TO KNOW ABOUT OUR ECONOMIC SYSTEM IN AMERICA

1. Have the students make a large poster that displays competition among producers; explain that this gives the consumer a choice of products.

   (NOTE: A poster might display the various types of cars from the auto industry or blue jeans from the clothing industry.)

2. Have the students discuss the importance of all five major factors in our free enterprise economic system and how they relate to each other.

   (NOTE: Use TM-3--HOW PROFIT AND COMPETITION HELP THE FLOW OF GOODS AND SERVICES IN A FREE MARKET.)

3. Have the students list changes that have helped to keep the economy in balance.

   (NOTE: Use past history such as the slump in the economy after World War II. Use a foreign country to show how a crop failure can affect an economy, such as the wheat crop failure in Russia and the bolstering of our economy from selling wheat to Russia.)

4. Use ACTIVITY SHEET 4--CREATING YOUR OWN ENTERPRISE

   a. Display the students' drawings in the room.

   b. Discuss students' products.

III. Answers to Activity Sheets

A. Some of the Activity Sheets will vary according to training and should be graded individually.

B. Some Activity Sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The test is divided into four parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the students have completed the information in one information area or sheet.

2. Give the entire test upon completion of all the Information and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to Unit Tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Job-Related Instruction for Cooperative Part-Time Training. Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

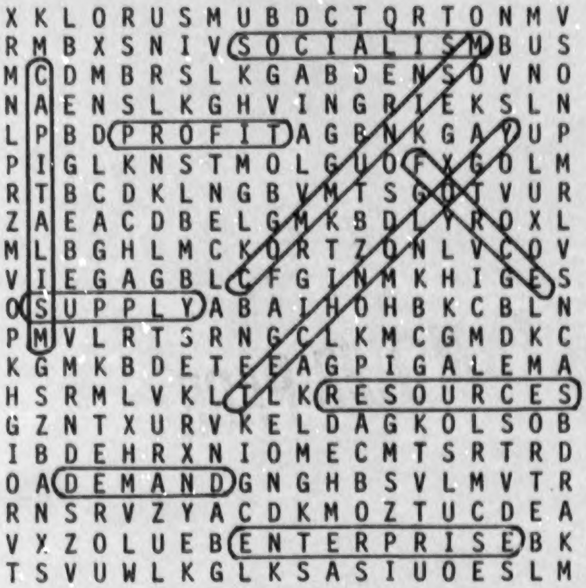
B. Ringer, Robert J. Restoring the American Dream. New York: Harper and Row, 1979.

UNIT IX

FREE ENTERPRISE

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



```
X K L O R U S M U B D C T Q R T O N M V
R M B X S N I V S O C I A L I S M B U S
M C D M B R S L K G A B D E N S O V N O
N A E N S L K G H V I N G R I E K S L N
L P B D P R O F I T A G B N K G A Y U P
P I G L K N S T M O L G U O F X G O L M
R T B C D K L N G B V M T S G O T V U R
Z A E A C D B E L G M K B D L Y R O X L
M L B G H L M C K O R T Z O N L V C O V
V I E G A G B L C F G I N M K H I G E S
O S U P P L Y A B A I H O H B K C B L N
P M V L R T S R N G C L K M C G M D K C
K G M K B D E T E E A G P I G A L E M A
H S R M L V K L T L K R E S O U R C E S
G Z N T X U R V K E L D A G K O L S O B
I B D E H R X N I O M E C M T S R T R D
O A D E M A N D G N G H B S V L M V T R
R N S R V Z Y A C D K M O Z T U C D E A
V X Z O L U E B E N T E R P R I S E B K
T S V U W L K G L K S A S I U O E S L M
```

ACTIVITY SHEET 2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

A. 1. Soc
2. Cap
3. Com
4. Com
5. Cap
6. Soc
7. Soc
8. Cap
9. Com
10. Cap

B. Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor.

UNIT IX

FREE ENTERPRISE

ANSWERS TO UNIT TESTS

PART 1

1. c
2. a
3. h
4. g
5. f
6. b
7. d
8. j
9. i
10. e

PART 2

A. 1. labor: factory workers, farmers, engineers, etc.
2. national resources: water, oil, lumber, land, etc.
3. basic tools: tools, buildings, money, machines, etc.

B. 1. ✓
2.
3.
4. ✓
5. ✓
6.
7. ✓
8.
9.

C. 3. consumers
5. producers
8. government

PART 3

A. 1. c
2. a
3. b

B. 1. T
2. F
3. T
4. T
5. F
6. F
7. T

PART 4

A. 1. profit
2. rights of the people
3. ownership of private property
4. competition
5. free market

B. 1. T
2. T
3. F
4. T
5. T
6. T

UNIT IX

FREE ENTERPRISE

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Capitalism--economic and political system in which people privately own goods and investments and where the production, distribution, and sale of goods is based on competition in a free market

   (NOTE: Capitalism is interchangeable with the term free enterprise.)

2. Capital resources--the basic "tools" used to change raw materials into goods and services

3. Communism--economic and political system in which the government owns and controls all private and state means of production and distributes economic goods among the people as needed; no private or state ownership exists in a communistic society

4. Demand--amount of goods and services a customer will want to buy

5. Free enterprise--the right to start and manage a business, compete with other businesses, and seek a profit, providing it is not forbidden by law

6. Labor force--all people 16 years or older employed as civilians laboring more than 15 hours a week for wages; also those workers who are unemployed and the armed forces

7. Profit--money remaining after all costs of operating a business are paid

8. Socialism--economic and political system in which there is collective or government ownership and control of most means of production and distribution of goods

9. Supply--amount of goods and services that will be offered for sale

10. Technology--applying service for the practical purpose of producing more and better goods and services for industrial uses

FREE ENTERPRISE

ACTIVITY SHEET 1--WORD FIND

Directions: Find the words that best fit the descriptions at the bottom of this page. Circle your answers.

```
X K L O R U S M U B D C T Q R T O N M V
R M B X S N I V S O C I A L I S M B U S
M C D M B R S L K G A B D E N S O V N O
N A E N S L K G H V I N G R I E K S L N
L P B D P R O F I T A G B N K G A Y U P
P I G L K N S T M O L G U O F X G O L M
R T B C D K L N G B V M T S G O T V U R
Z A E A C D B E L G M K B D L Y R O X L
M L B G H L M C K O R T Z O N L V C O V
V I E G A G B L C F G I N M K H I G E S
O S U P P L Y A B A I H O H B K C B L N
P M V L R T S R N G C L K M C G M D K C
K G M K B D E T E E A G P I G A L E M A
H S R M L V K L T L K R E S O U R C E S
G Z N T X U R V K E L D A G K O L S O B
I B D E H R X N I O M E C M T S R T R D
O A D E M A N D G N G H B S V L M V T R
R N S R V Z Y A C D K M O Z T U C D E A
V X Z O L U E B E N T E R P R I S E B K
T S V U W L K G L K S A S I U O E S L M
```

1. Economic and political system in which the people privately own goods and investments and where the production, distribution, and sale of goods is based on competition in a free market.

2. All people 16 years or older employed as civilians laboring more than 15 hours a week for wages and those workers who are unemployed and the armed forces make up the labor _____.

3. Capital _____ are the basic "tools" used to change raw materials into goods and services.

4. Amount of goods and services a customer will want to buy.

5. Free _____ is the right to start and manage a business, compete with other businesses, and seek a profit, providing it is not forbidden by law.

6. Applying service for the practical purpose of producing more and better goods and services for industrial uses.

7. Amount of goods and services that will be offered for sale.

8. Money remaining after all costs of operating a business are paid.

9. Economic and political system in which the government owns and controls all private and state means of production and distributes economic goods among the people as needed; no private or state ownership exists in a communistic society.

10. Economic and political system in which there is collective or government ownership and control of most means of production and distribution of goods.

FREE ENTERPRISE

INFORMATION SHEET 2--CHARACTERISTICS OF AN ECONOMIC SYSTEM

I. Necessary Parts of an Economic System

(NOTE: Use of the nation's resources to meet human needs and wants.)

A. Labor--people with skills who do the work

EXAMPLE: Factory workers, farmers, engineers

B. Natural resources--raw materials used to make the things we need

EXAMPLE: Water, oil, lumber, land

C. Basic tools--capital goods and other things used to make finished goods or provide services

EXAMPLE: Tools, buildings, money, machines

II. Decisions That Must Be Made in an Economic System

A. What goods and services are to be produced?

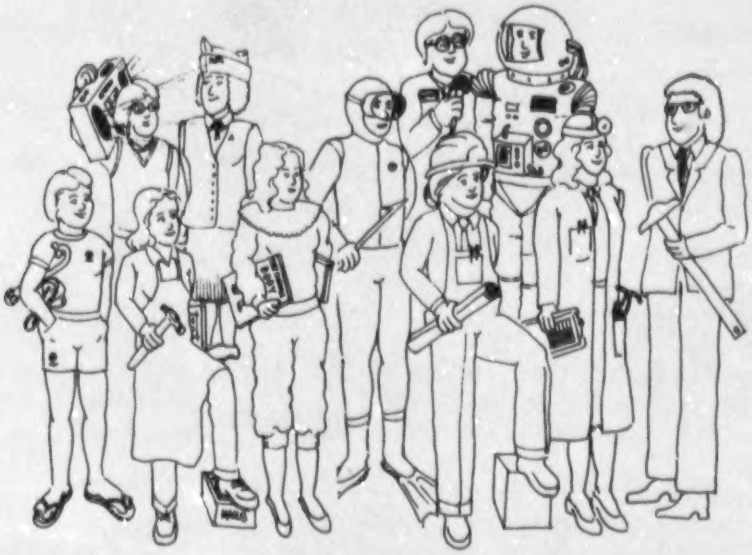
B. What resources will be used to produce goods?

C. Who will produce the goods?

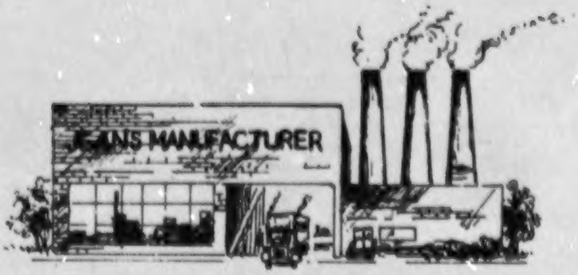
D. Who will use the goods?

III. Decision Makers in an Economic System

A. Consumers--users of what is produced in the economic system

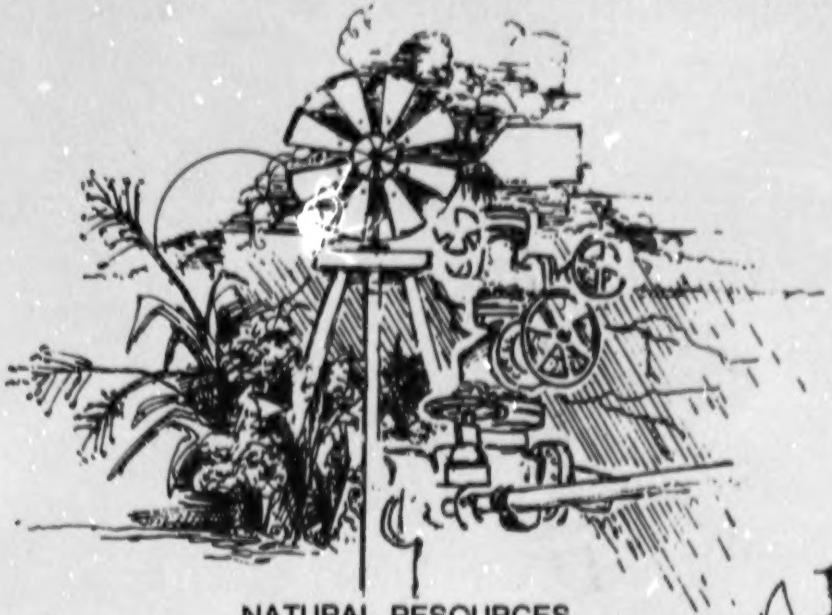


B. Producers--those who make goods and seek profit from the sale of the goods

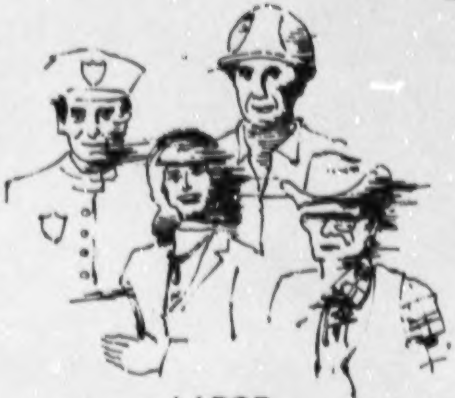


C. Government--federal, state, and local agencies that regulate safety, public welfare, and fair trade practices

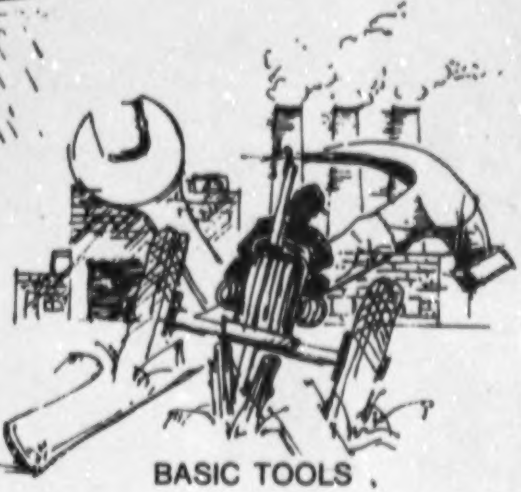
NECESSARY PARTS OF AN ECONOMIC SYSTEM



NATURAL RESOURCES



LABOR



BASIC TOOLS

(Capital goods)

UNIT IX

FREE ENTERPRISE

ACTIVITY SHEET 2--THE NECESSARY PARTS

Directions: On a sheet of paper or poster board, draw a picture showing the three necessary parts of an economic system.

FREE ENTERPRISE

INFORMATION SHEET 3--TYPES OF ECONOMIC SYSTEMS

I. Capitalistic

(NOTE: Free enterprise system)

EXAMPLE: United States

A. Based on private ownership

B. Allows competition

INFORMATION SHEET 3--TYPES OF ECONOMIC SYSTEMS

C. Goods produced for the purpose of gaining profit

D. Can work only in a democracy

II. Socialistic

EXAMPLE: Great Britain

A. Depends heavily on government to make economic decisions

B. Public interest more important than private profit

C. Government controls major industries and resources

EXAMPLE: In England, the government controls all medicine and medical services.

D. Allows some private ownership

E. Democracy can be a part of a socialist economy

III. Communistic

EXAMPLE: Russia, Red China

A. All production owned by the government

B. Government ruled by a single party

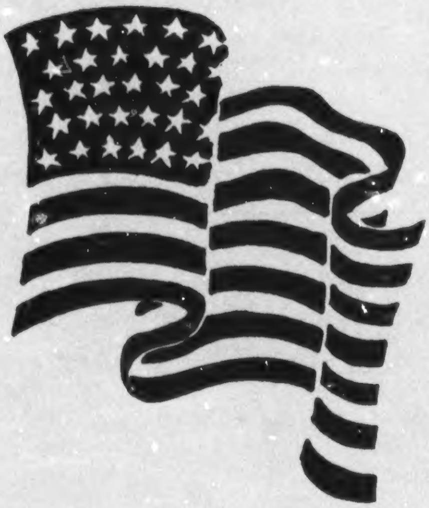
C. Allows no private ownership

D. Democracy cannot be a part of a communistic economy

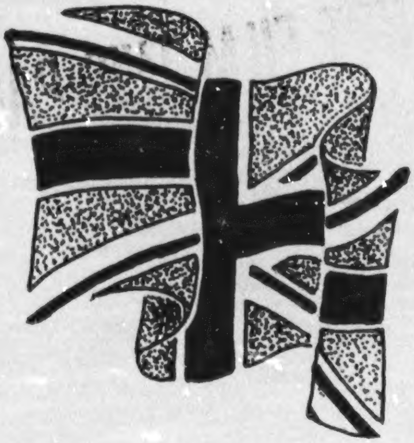
(NOTE: Communism is also considered a political system.)

TYPES OF ECONOMIC SYSTEMS

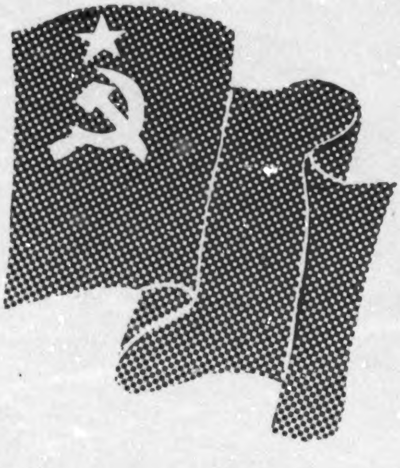
CAPITALISTIC...



SOCIALISTIC...

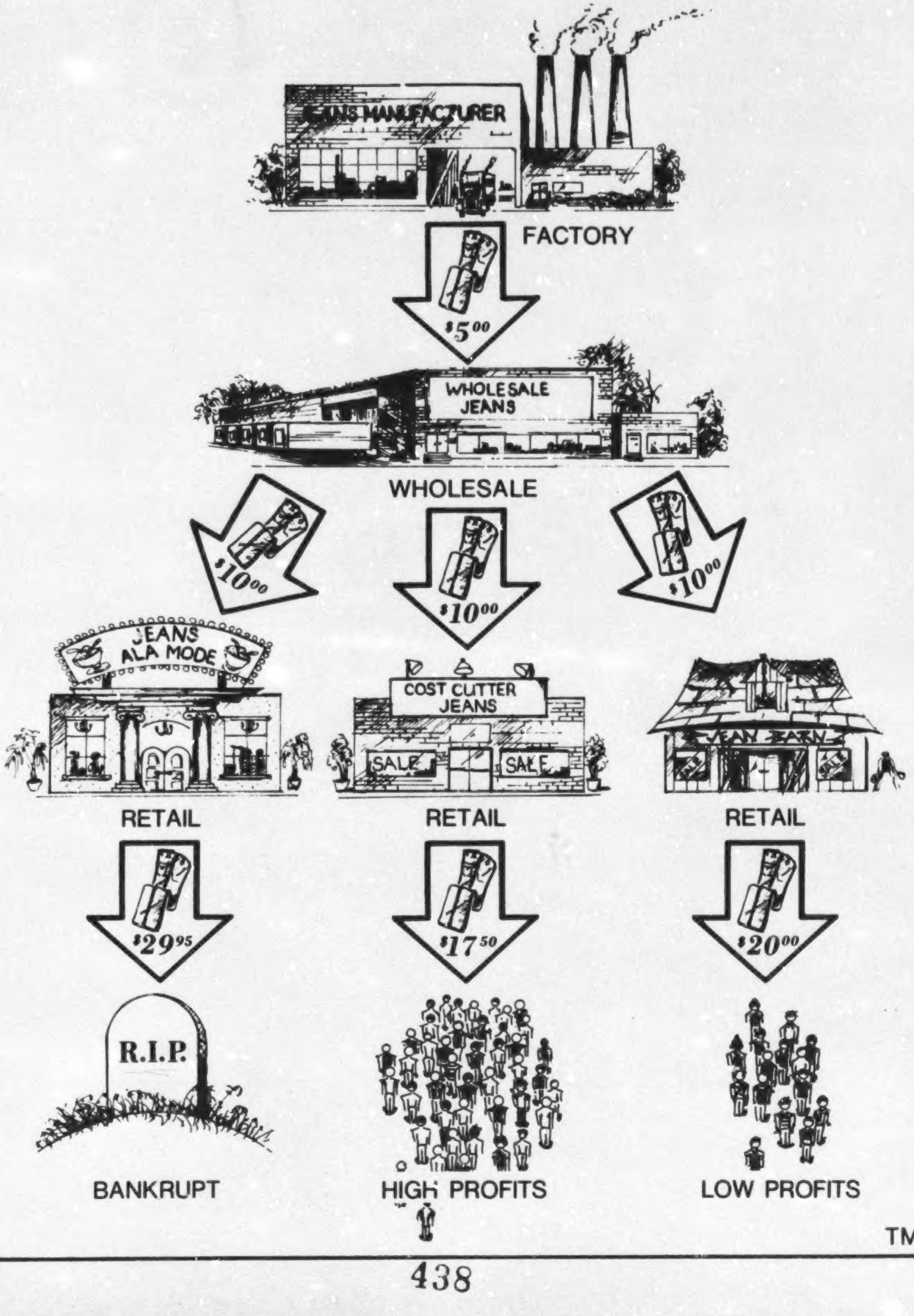


COMMUNISTIC...



TM-2

HOW PROFIT AND COMPETITION HELP THE FLOW OF GOODS AND SERVICES IN A FREE MARKET


JEANS MANUFACTURER
FACTORY
$5.00
WHOLESALE JEANS
WHOLESALE
$10.00
$10.00
$10.00
JEANS ALA MODE
COST CUTTER JEANS
SALE
SALE
JEAN BARN
RETAIL
RETAIL
RETAIL
$29.95
$17.50
$20.00
R.I.P.
BANKRUPT
HIGH PROFITS
LOW PROFITS

TM-3

FREE ENTERPRISE

ACTIVITY SHEET 3--WORKING IN DIFFERENT TYPES OF ECONOMIC SYSTEMS

A. Below is a list of characteristics for the three types of economic systems. Identify each characteristic with the correct type of economic system by placing either a "Cap" for capitalism, "Soc" for socialism, or "Com" for communism in front of each number.

____ 1. Public interest more important than private profit

____ 2. Goods produced for the purpose of gaining profit

____ 3. Allows no private ownership

____ 4. Democracy not a part of this economy

____ 5. Allows competition

____ 6. Democracy can be a part of this economy

____ 7. Depends heavily on government to make economic decisions

____ 8. Based on private ownership

____ 9. All production owned by the government

____10. Can only work in a democracy

B. In the United States, we work in a democratic, free enterprise economic system. Describe what it might be like to work in the economic systems found below.

Communist system ____

____

____

____

____

Socialist system ____

____

____

____

____

FREE ENTERPRISE

INFORMATION SHEET 4--THINGS TO KNOW ABOUT OUR ECONOMIC SYSTEM IN AMERICA

I. Major Factors in Our Free Enterprise Economic System

A. Ownership of private property

1. A legal right to own personal property

2. The right to own factories, offices, and stores

3. The right to own natural resources

B. Profit

1. Individuals want to use their resources to earn money.

2. Profit leads to economic development.

3. Profit can make producers want new jobs.

4. Profit can make producers want to do their jobs well.

C. Rights of the people

1. To develop own business

2. To run the business

3. To operate in an open economy

4. To make a profit from the business

(NOTE: Free enterprise is the basis of a capitalistic economic system. However, exceptions to these rights can be made when goods and services are critical to the welfare of the nation.)

D. Competition

1. The development of new or improved goods and services

2. Efficient use of resources

3. Opening of more new businesses

4. Price reductions

5. New jobs

E. Free Market

1. Market is not under government control.
2. People may produce what they think they can sell.
3. People may make profits, but also must accept losses that may occur.
4. Consumer has a broad choice from which to choose.

II. Things That Keep the Free Enterprise System in Balance

A. The law of supply and demand

1. Determines how much of the goods and services are produced
2. Determines how goods and services are distributed
3. Affects the price of goods and services
4. Affects employment in our economy

B. Changes in our economy

1. The way people spend their money
2. Creation of new technologies to improve goods and services
3. Amount of money available for investment
4. Crop failures
5. Wars
6. Confidence of the people in our economy

(NOTE: Confidence of the people in the economy is shown when spending is up because people feel good about the future.)

C. Employment

1. Natural growth and development cause major shifts in employment.
2. Changes in demand for goods and services result in unemployment for various periods of time.
3. New jobs are caused by shifts in the demand for goods and services.
4. The work force must continually adjust to these changes in demand.
5. Business, government, and labor organizations help people adjust to changing job conditions.

(NOTE: Employment is the key factor in a balanced economy.)

FREE ENTERPRISE

ACTIVITY SHEET 4--CREATING YOUR OWN ENTERPRISE

Directions: In our economic system (free enterprise), people may produce what they think will sell. Describe a product you think would sell (you may want to draw a picture), and then answer the following questions.

1. In what area(s) of the country will your product be sold?

2. In what type of place will your product be sold?

3. How many people will have a need or desire to purchase your product?

4. What will you charge for the product?

5. How much will it cost for you to make it?

6. What will be your profit per product?

7. How many people do you expect to employ to make the product?

8. Will it be an item that will go out of style, or that people would not like to buy after several years?

9. Will you manage the business?

10. Is there another product similar to yours on the market? If so, explain.

UNIT IX

FREE ENTERPRISE

UNIT TEST--PART 1

Directions: Match the following terms with their definitions by placing the correct letter in the blank at the left.

___ 1. Capitalism

___ 2. Capital resources

___ 3. Communism

___ 4. Demand

___ 5. Free enterprise

___ 6. Labor force

___ 7. Profit

___ 8. Socialism

___ 9. Supply

___10. Technology

a. the basic "tools" used to change raw materials into goods and services

b. all people 16 years or older employed as civilians laboring more than 15 hours a week for wages; also those who are unemployed and the armed services

c. economic and political system in which the people privately own goods and investments and where the production, distribution, and sale of goods is based on competition in a free market

d. money remaining after all costs of operating a business are paid

e. applying service for the practical purpose of producing more and better goods and services for industrial use

f. the right to start and manage a business, compete with other businesses, and seek a profit, providing it is not forbidden by law

g. amount of goods and services a customer will want to buy

h. economic and political system in which the government owns and controls all private and state means of production and distributes economic goods among the people as needed

i. amount of goods and services that will be offered for sale

j. economic and political system in which there is collective or governmental ownership and control of most means of production and distribution of goods

UNIT IX

FREE ENTERPRISE

UNIT TEST--PART 2

A. Identify the three necessary parts of an economic system from the list below. Give one example of each part.

government
labor
movie theaters
natural resources
industry
basic tools

1. ______________________________ Example: ________________________

2. ______________________________ Example: ________________________

3. ______________________________ Example: ________________________

B. Identify the four decisions that must be made in an economic system by putting a "✓" in front of the correct phrases.

_____1. What goods and services are to be produced?

_____2. Will the students go to school?

_____3. How will the goods be made?

_____4. What resources will be used to produce the goods?

_____5. Who will produce the goods?

_____6. Who will be in charge of the economic system?

_____7. Who will use the goods?

_____8. How will the goods be sold?

_____9. When will the goods be produced?

C. Identify the three decision makers in an economic system by circling the correct answers in the list of words below.

1. people
2. schools
3. consumers
4. foreigners
5. producers
6. children
7. buildings
8. government

UNIT IX

FREE ENTERPRISE

UNIT TEST--PART 3

A. Match the three major economic systems in operation today with the statement which best defines it.

_____1. In this system, the government is ruled by a single party, all production is owned by the government, and there can be no private ownership.

_____2. In this system, some private ownership is allowed, democracy can be part of the system, there is government control over the major industries and resources, and public interest is more important than private profit.

_____3. This system is based on private ownership, competition is allowed, and goods are produced for the purpose of gaining profit; it can only work in a democracy.

a. Socialism

b. Capitalism (Free enterprise)

c. Communism

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____1. A socialistic economic system depends heavily on government to make decisions.

_____2. Communistic economic systems allow some private ownership.

_____3. A capitalistic economic system is based on private ownership.

_____4. The government controls major industries and resources in a socialistic economic system.

_____5. Democracy cannot be part of a socialist economy.

_____6. Democracy can be part of a communistic economy.

_____7. Public interest is more important than private profit in a socialistic system.

UNIT IX

FREE ENTERPRISE

UNIT TEST--PART 4

A. Identify the five major free enterprise factors in our economic system by completing the sentences, using the words listed below which describe the factor.

Profit

Free market

Ownership of private property

Rights of the people

Competition

1. When individuals want to use their resources to earn money, this is called ______________________________.

2. A right to develop your own business, run it, operate it in an open economy, and make a profit from it is called the ________________ in a free enterprise system.

3. In America, we have a legal right to own factories, offices, stores, and businesses; this is called ________________________________.

4. ______________________________ can create the development of new or improved goods and services.

5. In a ___________________________, people produce what they think they can sell; they make profits; but also accept any losses that may occur.

B. Answer the statements below that describe things that keep our free enterprise economy in balance by writing T for True or F for False in the blanks at the left.

_____1. Crop failures can cause a change in our economy.

_____2. The law of supply and demand affects the price of goods and services.

_____3. Employment is not that important to a balanced economy.

_____4. New jobs are caused by shifts in the demand for goods and services.

_____5. Creation of new technologies causes changes in our economy.

_____6. The law of supply and demand affects the employment in our economy.